

# CHILD STUDY

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ONE DOLLAR THE YEAR

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## ★ HEADLINES

The children are back at school, and we can pause now to take stock of the past summer's experiences that we may capitalize the gains and recognize the needs for next summer's planning.



Cécile Pilpel, who writes the editorial, is Director of the Association's Study Groups which begin their new season this October. Zelda Popkin is an author and contributor to many periodicals, especially the *New Yorker* and *Harpers* (though she likes best to be known as "one of the parents of two very interesting adolescents"). Joshua Lieberman is the author of "Creative Camping" and the Director of Camp Robinson Crusoe. Dr. Ernest G. Osborne, Assistant Professor of Education at Teachers College of Columbia University, has written a new book called "Camping and Guidance." Working with the Summer Play Schools Committee of the Child Study Association, Clara Lambert, Associate in Teacher Education, studied the Play Schools intensively this summer. Our "Science Contributions" article is written by Dr. H. R. Miller who specializes in internal medicine, and is associated with the Sydenham and Montefiore Hospitals in New York City.



Security—what is it? In a world rent with uncertainty, how shall we attain a feeling of security? The November issue of CHILD STUDY will discuss these questions, both social and personal, as they affect parents and children.

J. F.



## THE FAMILY'S NEW YEAR

PERHAPS we should have two New Year's days—the accepted one, following Christmas with new resolutions and a spirit of good will to all, and another one to mark the end of summer, with a spirit of good will and cheer and new resolutions especially for the family.

SUMMER, with its changes in daily living, has passed. Children are home from vacations eager for the new experiences of another year. Father and mother may have taken a joint vacation away from their daily cares. In some instances, the whole family may have migrated, seeking not only change of climate but also new "designs for living."

NOW is the season when many families are moving to new quarters. This may mark a new era for the lucky boy or girl if such a move means a room of his own. The thermometer will promptly indicate a rise in "ego" temperature. If the family quarters are not entirely changed, at least many of us will be refurbishing our homes, or at least getting some satisfaction in moving the furniture about.

EVEN those of us who have had no change of scene come to the end of summer with new energies and new ambitions. These feelings set us to planning for the new school year or perhaps for the first job for the graduate son or daughter. But particularly are we busy taking mental inventory of our potentialities and building hopes for fresh beginnings.

VIEWING ourselves or our children in a new light we may become a little more objective and see in better perspective, and with a new will to action, problems which we have lacked the energy to face at other seasons. We may also discover that the differences among us which appeared to be so vexatious are only indications of developing personalities, and that they may, if rightly understood and guided, become assets rather than liabilities and add zest and charm to family living.

*Cecile Pilpel*



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# End of Summer

By ZELDA POPKIN

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LABOR DAY. A horde of brown-skinned children fills Grand Central Station. Only yesterday, it seems, they marched off to camp, swinging through the train gates with a bag of lollypops in one hand, a box of white mice in the other. Yesterday it was the end of June, when winter weariness filled our bones with leaden marrow. And today, as sudden and drenching as an equinoctial storm, September has arrived.

The linen shrouds come off the living room furniture, and the rugs and curtains return from the cleaners, the windows in the children's bedrooms are opened wide, and the house, which all through July and August lay somnolent and stuffy, is vibrantly awake. Tomorrow we go downtown for haircuts, school clothes, and a call upon the dentist. Another summer is swiftly over, another year begun.

A family's "fiscal" year runs from September to end of June. The summer's lull is the time for taking inventory, for a searching evaluation of things we did, tried to do, and still must do. Theoretically so, at any rate. But those two months were all too short and far too hot for the thinking and planning that a family's problems inexorably demand—the little problems and the large ones, all impinging on one another, and on what we are, what goals we seek for ourselves and our children, and the times and the world we live in.

How, for instance, are we going to organize our household this fall? That, if anything ever can be, ought to be a strictly personal decision. Yet, what we can afford to spend for rent, household help, education, recreation—what standards are right and important—is fixed these days not by the neat figures in our household account books but by things that have happened and will happen in Washington, in the drought areas of the Mid-West, in Spain, in Manchukuo. Like lightning change artists, it has become essential that we adjust ourselves mentally, emotionally and economically to the shifting scenes of a world in transition. Adjustment. Of all the words in the lexicon of our modern quest for happiness, none slips more glibly from the tongue or

is in very truth more meaningful for our day than this one. No longer do we strive to master the fates. Rather, merely to adjust ourselves to them. Each small or large decision we shall make this year will be a step in that process of adjustment.

Shall we move to another apartment? Which is more important now that the children are growing up: abundance of sunlight, fresh air, neighborhood play space, quiet at the end of the day, and a room with an expansive view, or accessibility to theatres, museums, friends, and other focal points of cultural and community interest? Shall we engage a full-time maid, so that everyone is relieved of household chores and given ample time and energy to pursue his personal interests, or is it best for all of us to learn cooperation and self-reliance by sharing the household duties? Shall we, to descend to minor details, buy a new living room rug, granting, of course, that the budget can stand it, and begin thus to create interest in the niceties of living? Or is it preferable to use the shabby old rug with its bald spots and faded colors another year or two rather than inhibit scuffling adolescent feet? And going outside our own walls, what activities shall we plan to supplement the busy life of home and school? Shall we put emphasis on cultural pursuits or on heightening our children's awareness and understanding of the turbulent universe we call, in colossal understatement, a "changing world"? And how about school? Are our children learning why things happened, as well as what happened? Is the school they are now going to meeting their need for an education which will enable them to face reality without shock or fear? And while we debate over their adjustment to the larger world, what about the immediate problem of their adjustment to us whose lives they share? By our answers, a pattern is fixed, a fabric woven, which our children will carry with them through all their adult lives.

BUT our end-of-summer decisions and adjustments must be made swiftly. There is, after all, so little time in the onrush of our lives for thinking things out clearly. Prejudices, intuitions, and the

things other people say and do and write will largely decide for us. The matter of camp is an instance. Many city families, who can perhaps afford it only at a great sacrifice, have tended to accept camp as the thing to do in the two-month interval between school terms, considering only which camp rather than why camp; saying, "the children are going to camp this summer," as automatically as "Buddy is going to Junior High this fall."

But, on thoughtful consideration, is it always salutary to remove a city child abruptly from his normal environment and expect him to orient himself painlessly in a totally different one, to place him in the care of strangers who are often quite immature, to change the carefully supervised diet of home, with its high standards of quality, for the dubious mass production of the camp kitchen, the comparative quiet of the family dining table for the maddening din of the camp mess hall, to supplement the regimentation of the schoolroom with the bugles, schedules, and counselors' police whistles of camp? Returning, the children look tanned and reasonably healthy; most of them say they have had a good time. Yet, to many of them, the two months of camp were an agony of loneliness through which they dragged themselves, with gritted teeth, lest they be held up to the public odium of being called a baby or a poor sport. Many children have a marvelous time in camp, but others abhor its rowdy good-fellowship, its denial of privacy, its cold and damp, its regimentation and its inevitable emphasis on physical sports.

All through the year parents have been busy with their business, and the children have been busy with their business, and Lord knows they have spent little enough time together, and yet it is assumed that it is best for both to spend the vacation months apart. Appalled by the prospect of having children on their hands for two entire months ("what on earth will they do with themselves?" means usually, "how can I stand them for two months?"), parents have only too readily welcomed the convenience of the camp as a summer parking place, and have declined to think beyond its widely advertised advantages.

JOHN Broadus Watson frightened a whole generation of adults out of its good senses by stating blandly, about a decade ago, that "nobody today knows enough to raise a child," the implication being that all modern children were a bunch of no-account neurotics and mama and papa (with a dash of doting grandma) had made them what they were. It was

wrong, that generation was warned, to demonstrate any affection toward the children—a pat on the shoulder, and a "how do you do, old man," was an adequate daily ration of demonstrativeness, and anything more than that was a vile attenuation of the umbilical cord.

Possibly a great many parents so blandly accepted the doctrine of essential separation of parent and child, because that was exactly what they wanted. Modern life, with its things to do, places to go to, excitement and fun, resents being slowed up by the clinging hands of a little child. Women wanted to go on with their jobs, with their pleasures. It was fine to have the sanction of authority for turning the infants over to nurses, governesses and psychologists, sending a barely housebroken infant to nursery school and then to camp. Better for the child. And most convenient for the parents.

The period in which all this happened was generally called the "age of the child," and there was a prodigious amount of writing and doing centered on children, as a separate entity. It is strange that during all those years when there was so much thinking, talking, writing, and studying about children and the way to rear them, nobody was wise enough to work out a good pattern for living with children. All the tendency was in the other direction—to teach parents and children to live apart.

Yet those years when parents and their offspring share a common roof-tree, barely two decades, are so few in the long span of a lifetime and so important for the longer years of living apart, that it does seem desperately urgent to learn to make of them something richer, more satisfying, more real than the sterile family life of our day. In a few years the children will have gone their individual ways, and we shall have our freedom back again, and something more—an emptiness of our own ingenious making.

Ten years of a child's development are simultaneously ten years of his parents' growth. We have eaten the same food, lived with the same pictures and easy chairs, looked out of the window upon the same trees and rivers. The anxieties, the frustrations, and the triumphs of every member of the household have affected us all. How much do the children know of the household anxieties? How much have they understood? How much should they be told? Shall the children be allowed to share the concern over the family income? They can't do much about it, of course, except perhaps to practice small economies in their weekly spending, take somewhat better care of clothing, personal and household possessions, so



that there will be less extravagance through carelessness and waste. And there's the psychologist's warning against burdening them with worries, against creating an unhealthy concentration on money, for fear of developing niggardliness, or a sense of frustration because they can't have everything the other children have. Well, then, shall we let them go on thinking that we are at times harried, irritable, impatient, simply because it is the nature of parents to be pains in the neck? Is it preferable that they look upon us as unreasonable, incomprehensible, unfair, and let it go at that?

AT New York's Museum of Natural History a remarkable new exhibit is now being assembled: a dog's-eye view of a living room. There is very little color—the room is all of an odd sort of grayness—and the contours and planes seem distorted. It would be very helpful if someone could similarly give us a child's-eye view of his family. It might be shocking, but useful in the long run, for an honest perspective would go far toward working out that vital pattern for living together.

A few years ago Tom had teacher trouble. It was serious teacher trouble, so serious that Tom, who is a sensitive, inarticulate child, acquired a bad facial tic, and a permanent distaste for art. The teacher, with whom Tom had his trouble, was past sixty, very near-sighted, partly deaf, bad tempered, one of the old wrecks of the public school system, who, it was obvious to even the casual observer, had no right to be in charge of children. She taught art, taught it badly, and under a daily barrage of spitballs. Invariably she blamed Tom for the spitballs. Some times he had thrown them, sometimes he hadn't. He threw them, when he did, to show his contempt for her. Tom was just one in an entire class that hated its teacher with a passion that culminated in the explosion of stench bombs in the classroom, and a few temporary suspensions. Eventually, someone who was aware that one can never hate a person whom one understands, came to Tom, and told him about his teacher. The woman, Tom was told, had lost her husband less than a year before. His death had been a cruel shock, had aged her more than the normal advance of years, had made her distracted and excessively nervous. In another three years she would be eligible for retirement on the pension that her long years of teaching had earned for her. A little tolerance, a little patience, a little understanding of another human being's needs—"Why don't people ever tell us these things?" Tom demanded. "How were

we to know? We all thought she was just a louse."

It seems to me that there can be no substitute for forthrightness in our relations with our children. There should be nothing we cannot talk about, for if a child is to grow into a whole person, everything that was and is important to the human race, everything that has even been speculated about, is important to him, and therefore within the province of his thinking and understanding.

THE beginning of tolerance surely must be in the family—with the people in the household. Take this matter of maids, for one thing. Last winter at a parent-teacher meeting at school, one of the teachers said, "I'd like to talk about how children should act toward maids at home." (Perhaps we are naïve, but in our simple way, our household has always regarded a domestic servant as an honorably employed person doing a specific job and receiving adequate compensation, courtesy and consideration as a right, not as a boon. Having done our own housework over long periods, we have learned to be really grateful for the assistance of a domestic worker.) An eight-year-old, the teacher explained, had asked the group assistant to fetch something for him. His voice and manner had been peremptory and rude, and when the teacher reproached him for it, he had said: "Well, she's your servant, isn't she? That's the way you treat servants." The discussion that followed was amazing. There are, it seems, enlightened homes in which domestic employees are disdained inferiors. It would seem, too, that there are some modern psychologists who encourage the development of a master-slave relationship between the child and the cook, for the sake of the child's ego.

Certainly, the choice of domestic assistants is one of the most important decisions we have to make each autumn. We must find a person who does her job well so that we may have freedom for our own work, which, after all, is the reason for the presence of the additional member of our household. We shall look for honesty and cleanliness as a matter of course, and then for intelligence and soundness of personality. Much of our children's lives are lived with these women who work in our kitchens and scrub our floors. Their contribution is far more than the physical work they do, and their integration into the household is a measure of its stability and its livableness. I hope I shall not have to teach my children how they are to treat this person who comes to work for us. I believe they'll welcome her, whoever she

*(Continued on page 29)*

# Home from Camp

By JOSHUA LIEBERMAN

SEVERAL years ago I grew interested in discovering whether there was much carry-over from the camping experience, and discussed the matter with thirty-two parents whom I knew well, and several camp directors. The parents were representative of a group that had but recently come into contact with Progressive Education and were not yet sure of its soundness. The results of the inquiry were very enlightening, not only on the subject of carry-over from camp, but on the subject of better collaboration between the home and educational institutions. Five of the parents felt that camping had left no marked effects on their children. Seven felt that the effects were detrimental, and twenty felt that the effects on their children had been good. Of these twenty, eight said that the carry-over lasted for periods of from one week to six months, and twelve said that the good effects had evaporated within several days.

Apparently the largest number of parents believed that there had been little or no carry-over. The two illustrations that follow were characteristic of most of the responses:

Betty and Tom had arrived in their respective homes seeming much the better for their summer experience. Betty, who had suffered from a sense of inadequacy, appeared to be much surer of herself than she had been. Tom, who had been very belligerent and used to annoy his baby brother continually, seemed to be in a much more tolerant and happy mood. Both children appeared to be gayer than they had been; there was less tension and each had much to tell. Two months' absence had made quite a difference. Within a few days, however, the old strains reasserted themselves. The children seemed no longer as cheerful and became less communicative.

The parents were unaware that they had in any way contributed to the emotional let-down. They felt that the improvement had been too good to last, and was due to the fact that "absence had made the heart grow fonder," and living together brought about natural frictions. Inquiry, however, uncovered other information. Betty's earlier inadequacy seemed largely due to the fact that she never could quite live up to her mother's expectations. When she returned home, with greater self-assurance, it was because she had

had a most satisfying summer during which there had been little criticism of her. She had learned to love the woods and fields and had found peace in many nature lore interests. She had learned to swim and handle a boat and enjoyed dramatics. Home again, she was eager to tell about all of her achievements. Her mother listened for a while and then said, "But you have said nothing about tennis, have you learned to play tennis as I asked you to?" On receiving a negative answer, the mother could not hide her disapproval: "I'm terribly disappointed," she said, "I had so hoped you would learn to play tennis this summer. You know that Joan and Dorothy are so popular because they play so well."

Tom, who was naturally an engaging and happy person, had been jealous of his baby brother ever since his birth. He therefore teased and annoyed him and tried to compete with him for the parents' attentions. In the course of a happy summer family rivalries were forgotten and Tom had returned home gayer and more tolerant. He found, however, that his parents were completely bound up in the baby brother. The baby was just learning to talk in sentences and was very entertaining. Every time visitors came, his parents had something to tell about the baby brother's cleverness. Nobody inquired about Tom's experiences, and no one cared to listen. Within a few days Tom was once more in the grip of his intense jealousy.

It is obvious how easily the wrong parental attitudes can dissipate the progress of an educationally valuable summer experience. Both instances just stated were chosen for their simplicity. These children were not problem children, and their problems are as common and every-day as the weather. A little thinking and sympathetic understanding on the part of the parents could have gone a long way to help sweeten the family relationship, and to permit the carry-over of new stability gained during the summer.

It was not merely absence that had improved the children's emotional state. It was absence from conflicts and pain that are often an outgrowth of family life. An emotionally satisfying experience with strangers with whom the children were able to have



a more objective relationship than with their parents or brothers or sisters had had a relaxing and stabilizing effect. They were therefore more composed and better able to handle family strains. If the parents' development had kept pace with that of their children, a dramatic change in family relationships might have taken place.

In all the instances where a carry-over of good effects was reported, the parents also reported growth in their own understanding of their children as a result of observations in camp and discussions with camp directors. The mother of one child said she had observed that her boy responded better to praise than to nagging. When this had been pointed out to her by the camp director, she determined to give up nagging, "no matter what the outcome might be."

Another parent said that she realized she had been demanding adult behavior from her little girl, and had learnt during the summer to lessen her demands on the child. Two said they had learnt to control somewhat their overanxiety and fussing about their children. One father reported that he became aware, as a result of his son's camp experience, that he had been driving his boy too hard in his academic studies. Another father said that he had become aware of his daughter's conviction that her brother was being favored by him, and that he had made every effort to counteract that impression after his daughter returned from camp.

These parents were not uniformly successful in living up to their resolutions, but they were thinking about their relations with their children and making a real effort. As a result their children's gains continued in evidence for longer periods.

Of the five parents who stated that camping had left no effect whatever, four indicated by their statements that they had looked for superficial changes such as better table manners and more orderly habits, and were disappointed. One reported a self-centered child whom the camp had not reached.

Of the seven parents who reported that camping had had a detrimental effect on their children, one had a maladjusted child who was unready for new experiences, and the mother's anxiety had made a good adjustment even more difficult. Two disliked the cultural level of the camps chosen. Their boys returned singing cheap parodies about how wonderful "Camp Babbittito" was. The camp was the kind where the counselors expected tips from parents and received commissions from the camp director for any

children they could induce to enroll at the camp.

The three remaining parents in this group had attempted to meet their children's problems in the wrong way and as a result chose the wrong camps. Parents have little basis for judgment in choosing a camp and when, in addition, they happen to be unaware of their child's needs, it may make for a summer experience that is harmful. The three instances of unfortunate choices follow:

Ralph, who was very high-strung, emotional, and very ambitious, was sent to a camp that made much of athletic achievement. It was each camper's ambition to make the team, to pitch a no-hit game or to be a home-run king. Ralph did his best, but he was not an outstanding athlete. He could play ball, but not well enough for an important position on any team, and he did not begin to qualify for the camp team. He could swim, but was not a brilliant performer. He needed help to learn to be satisfied with his own ability and rely on time for improvement. Instead he was made to feel ineffective when, at the end of the summer, prizes were passed out and he received none in achievement. A small prize for being a good sport did not satisfy him. He returned home more agitated than ever. He had lost a good deal of weight and was run down and ill most of the following winter.

Stephen was a timid boy who was secretly afraid of other boys and conflict situations. His parents were aware that the boy lacked in aggression and decided to send him to a camp "to make a man of him." They selected a camp that was staffed by young college athletes and specialized in horseback riding, long canoe trips and intensive athletics. Stephen resisted swimming and was thrown in the water to show him that resistance was useless. He could not keep up in any of the activities and was overwhelmed with fear. He was ridiculed by the boys and exhorted by his youthful counselors to do his best, and "not to act like a sissy." As a result he became a bed-wetter, had attacks of nausea and vomiting, and returned home a very dejected child.

Thelma resented adult authority and direction. "To cure her," she was put in an authoritarian camp which prided itself on the fact that its program was mapped out far in advance of the summer. She found herself under constant authority and pressure to get into continuous activity. Her rebellion resulted in increased pressure and in punishments that only further intensified her resentment. She fought and argued to exhaustion, then followed attacks of hysteria. She



was sent home in mid-summer because she had developed "sneaky, underhanded ways of destroying other people's property."

The treatment and procedures encountered by these three children are undesirable in general, and for them they were particularly harmful. An authoritarian set-up is bad for any child. Authority is an important element in education, and certain children need authority more than others. But any authority that is set up as an end in itself has a destructive effect. The same may be said of set programs of continuous activity which prevent individual expression and necessary relaxation. While the camp that overemphasizes competitive elements, using prizes and awards as incentives, may succeed in inducing a certain degree of achievement, it accomplishes little of a fundamental nature and does much harm to the majority of the children who fail to reach the top. High pressure, overstimulation and prizes are not necessary for effective teaching. Children who find it difficult to learn can be helped most when they are relieved of pressure and fear. Any skill is more easily acquired when activity is based on interest.

The camp directors with whom the questions of home and school collaboration were discussed were earnest educators really concerned with child development. They felt that parents too often undo the work achieved in the course of a good summer. Also that parents often make it difficult to do effective work during the summer by their anxiety, their

eagerness for obvious signs of progress in skills and a lack of awareness of the processes whereby interests are developed and deepened, by their tendency to nag the children about delayed achievement, by their efforts to keep their children dependent, and by their inability to see the child as others see him. None of us can be really objective about our own children.

There is an increasing tendency for closer relations between the camp and the home through conferences between camp directors and parents, through reports at the end of the summer and visits to the children in their homes during the winter. Collaboration between the camp and the winter school is also increasing. And parents can hasten the process.

I believe that good camping provides a greater opportunity for personality development than any other phase of educational endeavor. The child is in camp for a twenty-four-hour day. A good camp can offer an interesting, happy setting, well suited to the expression of childhood interests, friends of the child's own age and many adults whom he can wholeheartedly admire. The opportunities for happiness, for new emotional and social adjustments, for gratifying creative achievements, for recognition and for relaxation are superb. But these opportunities are not always utilized. In fact, many camp directors and parents of campers are unaware that they exist. When parents learn to look for these values in camping, the camping movement will be remade and will come into its own.

## The Family Camp

By ERNEST G. OSBORNE

ONCE upon a time—and not so many years ago—most vacations were family vacations. Some of us can still remember the anticipated joys of a month at the shore or in the mountains with brothers, sisters, and mother and with Dad dropping in now and then. That was the time, too, when a larger proportion of people lived in rural areas, and these family holidays were often spent on the grandparents' farm.

Probably most vacations today are still on the family style. But an increasingly large number of families of moderate and large incomes send their children to organized camps during the summer months. Indeed, some of them have come to believe that it is their bounden duty to provide their children with such an experience, even at a great

sacrifice. Like so many other movements in education, camping has become "the thing" to do. In many instances, parents who have had trouble with children's table manners, with carelessness about clothing and belongings, who believe their children need to develop better health habits, or such characteristics as honesty, truthfulness, courage, and co-operation, expect that the camp experience will meet some or all of these requirements.

There is little doubt that organized camping has met many of these requirements remarkably well. More and more camping facilities are being provided for children as young as two and three years of age. An increasing variety of camp programs has been developed. With enrollment approximating one and one-half million each summer, the organized summer



camp has become a major educational movement, a big business enterprise and a social trend. Eliot of Harvard, Kilpatrick of Columbia and other great educational leaders have given the movement their blessing, camp owners have effectively developed the business end of things, and social philosophers have noted the increasingly significant rôle of the camp in American life.

Unfortunately, camping seems to share along with other recreational and educational movements dealing with children, either an almost complete disregard for the child's family experience or a deep-seated distrust of parents generally. Surprisingly few camp directors are interested in making contact with parents save in a financial way. Many are happy that their camps are located at such great distance from the centers of population from which they enroll their children that few parents can visit more than once during the summer.

This attitude constitutes one of the basic weaknesses of the camping movement. Parents send children to camp to bring about, among other things, changes in behavior and attitude. Camp directors stress the character-building function of their programs. And yet, summer after summer, children return to their homes, their schools and their neighborhoods, and in a few months at most, they have slipped back into the old patterns. It is unwarranted optimism that expects permanent or even semi-permanent change from a summer experience as controlled and as different from the home background as is that of the camp. If there is to be any essential modification in behavior, there must be a closer integration between the summer camp experience and the rest-of-the-year experience of the child.

ONE of the newer developments in the field of organized camping—the family camp—presents one answer to this problem. Instead of separating parent and child for two months, it offers the entire family an opportunity to live together in a congenial group. It relieves mothers of all of the cares of meal preparation and of many of the other home-making tasks. Supervised play groups under trained leadership afford the children contacts with others of their own age. The younger group has a program which is very much like that of a nursery school play group. And the older children have activities such as those in a progressive camp—trips, swimming, craft and art work, dramatics, etc. The staff, trained in child development and child guidance, are available for consultation about the adjustment of chil-

dren. The family atmosphere makes for a less regimented and hectic program. Leisurely ways of doing things develop more naturally than in the organized boys' or girls' camp.

Of course there are drawbacks. The strong tradition of privacy that most American families hold, causes some difficulties when people are living rather closely together. Inevitably, there are minor conflicts arising out of differences in taste, in temperament, in methods of raising children. But these seem relatively unimportant when one looks at the potentialities for the development of richer family relationships.

What, specifically, are these contributions of the family camp? It does not take much experience in family life nor much imagination to realize that the freedom from twenty-four hour supervision of children and from confining household tasks afforded by a family camp may have a real effect on parent-child relationships. The mother with a meal to plan and prepare and with housework undone is much more likely to become impatient or arbitrary with children than is the mother who has these tasks taken over for her. Here she has the opportunity to be a more livable sort of person.

Modern urban life has become so highly organized and differentiated that it is quite possible for the different members of the family to have such divergent interests, such different friends, that they scarcely know one another as persons. This social phenomenon is so marked that in many families it seems neither possible nor desirable to fight against it. Indeed, it is seldom that any question is raised as to its desirability. It is accepted unconsciously as are so many of our other social patterns.

If the vacation period can be spent together happily, in contact with other family groups doing interesting things, there may very well be a carry-over into the rest of the family experience. At least there will be some experiences about which all the family can talk and perhaps those can be developed further. In some instances, parents have realized through observation of others' family activities what fun their own families were missing in not playing together.

It has become almost proverbial that the American father, either through inclination or force of circumstance, has tended to confine his paternal activities to the necessary biological one and to financial support. In the family camp, though there are ample opportunities for adult recreation, the father of the family is stimulated to spend more time with his children. He helps them with their swimming, goes on hikes with the group of children and in general



functions paternally in a more all-round way. Part of this stimulation is undoubtedly of a negative sort—the realization that, by comparison, he may be falling down as a father. His children see that their friends' fathers play with the children and urge their Dad to do things with them. But this is not the only motivation. Some fathers have never learned to play in a relaxed way with their children. Some have never before had the opportunity or the inclination to develop skills like carpentry, sailing, fishing, which not only are helpful in establishing a closer relationship with their children but may also be a source of deep personal satisfaction. Observation of other fathers is often enough to start them doing something they really enjoy once they have had a taste of it.

BUT more important is the opportunity which parents in a family camp have to see their children and themselves as parents through the eyes of others. At first it is disconcerting to realize that staff members and other parents are aware of one's strengths and weaknesses as a parent-person. It is not easy to be natural and at ease in the parent rôle. Most parents soon come to realize that no one expects them to maintain an unattainable perfection. Some attempt to play the rôle of being completely consistent and objective, but these are usually the ones whose own lack of confidence in their efficacy as parents is greater than average. As parents realize that others have the same sorts of problems, the same type of adjustments to make as they do, tensions are released and they are more free to talk with staff members and with other parents about their difficulties with their children and even about their feelings toward them. Naturally not all suggestions are accepted nor should they be. But the attitude of receptivity gradually develops, the unreal rôle that has been assumed is at least partially dropped and a wholesome naturalness begins to take its place.

And what of the children? Are there any concrete advantages for them in the family camp experience? Certain things are obvious. They are with children of their own age in groups directed by trained leaders. That experience, however, could be obtained in a good children's camp. They are in the family in a pleasant environment. Parent-child contacts are not so largely on the command-obey basis. The combination of group experience and family experience affords a genuinely different environment for child as well as for parent. In the usual school or recreation center it is difficult for children to share

their interests with parents. When parents do show interest in the child's activity, it is often ill-advised. In the family camp staff members can be of real help in the development of satisfying parent-child relationships in this area.

Even more important is the contact which children can have with families other than their own. Anthropologists have pointed out that in certain cultures children shift about from one family to another rather easily. In the family camp, children often eat with the families of friends, sleep at their houses, and go on trips with them. They learn that other parents act differently and have different ideas than theirs. Family practices and values are not all the same. From this type of contact can be developed the foundation for greater tolerance, can come a richer matrix of attitude toward human relationship. The child's own family doubtless remains the major determinant in his development, but its influence is supplemented by his intimate contacts with other families.

It is difficult to present an adequate picture of the potentialities inherent in the family camp experience. The nuances of inter-family relationships and their effects on attitudes both in a constructive and destructive way are not easily penned down. One interested in the experiment is naturally biased as to the things he sees as values. However, even the fragmentary picture presented here seems to indicate that from a situation in which the entire family is living certain values can be developed which can never come from situations in which children and parents are completely separated. In all probability, family camps of the type described will never become very numerous. And yet, if camping people are sincere in their objectives, we shall see an increasing amount of experimentation in bringing home and camp experience more closely together. Parents will have easier access to camps. Camp directors will make it possible for them to see their children's reactions in the group and to the camp staff. The organization of camps themselves will take on more of a family pattern. For family life seems to offer more than any other experience the emotional climate conducive to sound development, and it is only the intelligent thing for teachers, recreation leaders, camp people, and all others dealing with children so to build their programs as to capitalize on this most important influence in the child's life. Only when this is done can we expect anything but ineffective and blundering contributions to child growth and development by non-family agencies.



# Vacation in the City

By CLARA LAMBERT

SEPTEMBER is the month in which parents take an inventory of what the summer has brought to themselves and their children. Some list coats of tan, special skills, independence, growth and maturity for the children; and for themselves, a rest period which often clarifies their relationships with their girls and boys. Many have no account at all to check off against the long vacation. Hundreds, however, and these are the ones in whom we are interested in this article—the parents whose children have been at Summer Play Schools in New York—have some special assets to record for their children. They have had good lunches, rest periods, showers or swims, trips and excursions; they have had the pleasure of making things with their hands—cars, trains, boats, paintings and clay models. For themselves, these parents count as an invaluable asset the summer's security in having had their children off the streets and well cared for.

But over and above these obvious gains of the summer, both for the children and their parents, are a number of "intangibles" which cannot be enumerated precisely. Among them are new concepts of human relationships, interpretive glimpses into the world around them, and an understanding of fundamental health rules. The children share these with their parents, for it has been through the children that these attitudes have been transferred. Unlike children who go away to camp and then return home at the end of the summer with ideas and knowledge obtained from a new environment, the Summer Play School children remain in the same home environment that they have known all year, but they, too, bring back new ways of playing, working and thinking.

The attitudes of children who make up the population of the Summer Play Schools are blurred by the environment from which they come. Their families, most of them, have had to live by standards imposed on them by their meager incomes, crowded homes, their lack of information, and their limitations of culture. Their parents have been harassed by economic pressures, illness and anxiety. Relationships between children and parents, teachers and parents, as well as children and teachers, have suffered from this environmental privation.

The Summer Play Schools get these children when

heat, fatigue, and living without space or privacy begin to tell. They come to school to have something to do to make the summer bearable. They repeat the pattern of life, on the surface that they have known all year, despite the fact that the summertime has its own mood and demands. From their stories and discussions it is apparent that many of them dream of country places or beaches. They have to give up these dreams and accept the best that the summer has to offer them close at home. They wake up in the morning, clean up if possible, and go to school. At the Play School door, however, they soon find themselves living with adults in a new way and enjoying in a small way some of their dreams.

THE breaking down of barriers between teacher and child has its repercussions in the home. The teacher in the Play School has twenty to twenty-five children in her group, and sometimes fewer. She has more time to give to each child. And she is relieved of the pressures created by curriculum, the three R's and promotions. She, too, is in a freer, more relaxed mood, and her children feel it. Often the child brings home tales about the teacher and her relationship with him. The mother's fears that he may be punished or reprimanded for misdemeanors are allayed by the child's reassurance, "Miss M. is so go-od, she wouldn't do me anything." The mother is invited to come to the Play School for a mother's meeting. She is convinced that her child is right when she discovers that she had been summoned not to learn what a bad boy she has but what an earnest worker her child is. The enthusiasm the child has for his teacher is understandable. Because of the change in school set-up, fewer demands on the teacher and fewer children in the class, the child is treated as an individual. He has found a teacher who does not need to scold when his attention wanders, but who tries to interest him in his work materials, who makes him feel that he matters to her and to the other children. He has found someone to whom he can tell some of his fears, disappointments, and feelings. He has learned that, without telling her, she often knows, through his paintings, play or stories, some of his problems. He has found for a short period of time what all of us are seeking—some appreciation

and understanding. He feels important and necessary. He may even be unable to accept so much freedom and kindness, and may find it hard to adjust to this new kind of discipline; nevertheless, he has had a taste of what it means to be himself as well as a member of a group. The joy of discovering this is contagious, and it brings his mother to the school and makes it possible for her to join the parents' group. After she has been made to feel welcome in coming to school to see her child at work and play, she comes to meetings where she finds out that dirty words do not indicate a degenerate child, that stealing does not always indicate a criminal, that a zeal for being "destructive" around the house may have the same root as the need for being constructive, that some disobedience may only indicate independence. She also learns to know more about herself and her own reactions to these things.

For example, a mother came to the office in obvious distress and with tears in her eyes. Her complaint was that her Harry was a bad boy and that as a result the teacher had put him back with the babies. "He is a smart boy and his ways are old, but I'm afraid that he is at heart a bad boy. He always wants I should tell him I love him. He says, 'Ma, I'll do it for you if you'll say you love me.' I answer, 'Do it for me without love.' Then he gets mad. He is mad at his brother, who is a sick child. You know I told you he can't walk or talk and I have to take care of him. Harry gets mad and walks out and says, 'I'll bring up milk, but don't you put it in your coffee because you don't love me.' Now, Miss R., what shall I do with such a bad boy? I can't say 'I love you'; I'm not that kind of a woman."

She had tried to "make a man"—a father—of this small boy of seven. He washed woodwork for her, did chores and helped care for a child who was his rival. There were five children in the family, all trying to claim some affection from the poor harassed mother. In school the teacher discovered that the serious child did not know how to play. He was miserable unless he was working. She allowed him to assist with some of the younger children on the roof. His mother needed help to understand her own situation and emotions. During the mothers' meetings there was an effort at clarification of relationships and needs in terms of love and affection. And, above all, when the mothers learned that they were not alone in their problems their burden became a little more bearable.

Thus the summer netted a few parents the tools with which to handle their children with more under-

standing. Along with this it gave the children a feeling that there are adults in the world who open the way to confidence and appreciation.

After barriers have been broken down to some extent, the interest that the Play School has developed in the children overflows into the home and is shared with the parents. In one school a group of nine-year-olds worked out a World's Fair. The children decided to have four booths—Polish, Russian, Palestinian and American. They went to visit the city's communities of these nationalities, to museums, and to churches, stores, boats and eating places to get the flavor of these countries. They brought from home some of the mementos that their parents had of the foreign countries from which they had come. They discovered that they knew less about the United States than about the other lands.

They visited the Empire State Building, where a model of the World's Fair is on display. They were inspired from that to go to the Fair Grounds themselves to see with their own eyes the transformation that was taking place in an erstwhile meadow. One little girl, before taking the trip to Flushing, insisted that the Fair was being held on one of the bridges. The teacher tried to convince her that this was not so. Her answer was, "My Ma told me it is so, and it is." After her trip to the Fair Grounds she announced that she had learned the way to Long Island and that she was going to take Mama. And so in a very small way this child did what many others were doing—widening their own horizons, and in so doing sharing the new vistas with their parents.

DURING the past summer many world events of great importance took place—the disappearance of Amelia Earhart, the death of Marconi, the war between Japan and China, the fighting in Spain. The children brought bits of this news to Play School. In several groups they began a newspaper of their own which reflected their interest in these matters and carried their interpretation back into the home.

If the emotional and informational aspects of the summer brought growth to the children, the health provisions were an integral part of that development. The introduction of new foods to the children's "eating vocabulary" was no small section of the whole. One day I sat next to a small Spanish girl who refused eggs because her mother never used them. The eggs looked appetizing and the other children urged her to eat them. Finally, one Irish boy leaned over to her and said in a fatherly tone, "Last year I was

*(Continued on page 30)*



# Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

*My three-year-old boy has gone about in a sun suit and sneakers or bare feet at the beach all summer, and now that we are back in the city he rebels at the change to regular clothes, particularly shoes and socks. It seems silly to have such scenes as we have over his keeping a pair of shoes on his feet.*

Young children usually protest in one way or another at the tightening up of schedule and the more formal routine that the end of summer brings. The first thing to consider is whether all the new requirements are strictly necessary. A child may have to keep his shoes on in the street, for example, but he might run around in his own home in bare feet or socks. The important thing is to prevent the question of the wearing of shoes, or anything else, in the daily routine from becoming a battleground of wills. We must remember that this rebellion against shoes and socks is symptomatic of a rebellion against the loss of a freer and more satisfying out-of-doors life. It might be possible to taper off the summer freedom with occasional picnics or half-days in the country until the cold weather sets in. There is nothing so effective in the face of a child's loss of temper as a mother who keeps her own temper and goes on with her job. Such a mother permits the child to return to good nature without reproaching him for being "bad." At three a child must have some leeway in his adjustment to changed surroundings and changed routines, and if occasional scenes do occur, no great damage is done, as long as a mother keeps herself from participating in them.

*This morning my youngest child (the others are nine and thirteen) went off to his first day of school. When I found myself all alone in a quiet house, I suddenly realized that the time was not so very far off when my children would claim less and less of my time and that when I am forty-five they would most likely not even be living at home except for vacations. What, I wondered, would my own life be then? At present I can think of many pleasant things I'd like to do, but one can't make a life out of pleasant things. One needs something solid. I have no special talents—no yearning to write or*

*paint or play the piano. I like to read, and I take what's called an intelligent interest in public affairs and I have good friends. What can I make of these things when I am no longer needed by my children?*

Don't try to look too far ahead. Laying plans is a good thing within reason, but it may be overdone and distract you from the opportunities of the moment. Begin right away with all those things you meant to do "if you had the time" and follow whatever by-paths they seem to present. If you are interested in public affairs, don't scorn committees. They may lead to real work. Local school boards should be the concern of all parents whether or not their children attend public school. Say "yes" for a time to most of the things you are asked to do on behalf of the community. If you like to read by all means keep on reading. If you are really thoroughly convinced that life to be worth while requires solid work which is not merely dabbling, you are likely to be alert for an opportunity so that sooner or later you will find such work. But you must be prepared to make sacrifices for it—to give up many pleasurable experiences and vacations, to make adjustments at home which are often difficult. I suggest, too, that you discuss your feelings with your husband. You will need his sympathy in this new chapter of your life and his moral support for whatever you may undertake.

Of course you must realize, also, that there is no time when your children will not need you. They may demand less of your actual time, but more in the way of intelligent sympathetic understanding. Be careful that in "letting them alone" more and more, you do not lose the core of your contact with them. Your role as a homemaker will undergo an evolution, but if you are to remain a wife and mother, it will always remain the central fact of your life.

*I am disturbed to find that my twelve-year-old daughter has returned from camp with some bad habits. I have always been proud of her lady-like manners and speech and of her neatness. But after two months away from home, I hardly know her. Slang and vulgarisms punctuate her language, she has the breezy, casual manners of a boy, and I*

*have had to remind her to wash and comb her hair. She resents my constant criticism, but how else can I reestablish the standards of a well-bred home?*

Perhaps your standards for your daughter have been too exacting. The very fact that she changed so rapidly when away from home would suggest that she may have been feeling the pressure of your demands more than you realized. Freedom from such pressures is, after all, one of the great benefits that camp can bestow. Your daughter may be acting a bit to extremes at the moment—blowing off steam, as it were—but with the example of well-bred parents before her she is almost sure to achieve a reasonable balance in these matters in time. Her final standards may not be yours in every detail. Hers is a less formal generation, and she must eventually live in accordance with its customs. In the meantime, perhaps the best way to help her recover from the present exaggerated breeziness is to treat the matter with judicious neglect.

*When I visited my child's camp I was delighted to see that she had learned to keep her belongings and her bunk neat and orderly, make her own bed, and attend to many things herself. But the moment she came home all these good habits disappeared as though she had never had them. Why shouldn't she be able to do these things at home after doing them all summer?*

The failure of seemingly good habits to "stick" is often a source of disappointment to parents. Probably our mistake lies in considering as habits certain actions which are simply ways of acting under certain sets of circumstances. Even as adults we often find that certain things which we habitually do in one environment, we promptly drop in another. With children this is even more likely to happen. At camp, where a definite time is set aside for cleaning up, and where everybody is doing it at the very same time, there is a distinct social premium on being orderly, and on taking responsibility for one's own bunk and belongings. It is one of the regular camp activities. But just as a child does not expect to go swimming every day when she gets home, in the same way she does not expect to make her own bed, if this has not been part of the home routine before. If the camp has been successful in developing a real sense of responsibility in your child, however, you may find that she is more independent and self-reliant in other ways—in making and carrying out plans of her own, or in her relations with her

play companions. But responsibility for the care of her room or her belongings at home will have to be developed not at camp but at home, and in relation to what other members of the family do, and what they expect of her. If it is customary for each member of the family to make her own bed and tidy her own room, she will probably accept this, even though the results may not be as orderly as they were at camp. But the motivation and the interest must begin at home.

*Our son, Harold, 18 years old, a high school graduate, has been working in a factory this summer. His father wants him to come into his own manufacturing plant some time, and therefore thought that it might be well for Harold to spend his vacation in this way. Harold, too, was very much interested in doing it. But all summer long there have been almost daily bickerings and quarrels between the two because of the boy's criticism of the way that the owners run the plant. Harold always takes labor's point of view and sees all its demands as justifiable.*

We could not discuss the big issues of capital and labor here, even if we were competent to attempt it. We can, however, consider this as a father-son relationship, and see whether the value of this relationship may yet be preserved.

Perhaps the father would agree that his son's awareness and concern about the struggle for existence of millions of people is a sign of intelligence and sound emotional development. Also, the father may know and accept the fact that sons must always rebel against their fathers. Taking opposite stands on large issues, issues which do not involve them personally, serves as a lightning rod in the more intimate father-son relationships.

It is difficult for adults not to be irritated by the dogmatic judgment of 18-year-olds, or to share their absolute confidence that they know everything. But since it is the parents who are supposed to be mature, and since we would not want old heads on young bodies, can we not accept youth's emotional fervor as valuable even though we do not think them capable of fully grasping all the complicated issues involved in our modern society?

Sometimes it is wise to include a third person in the discussion of such highly controversial matters, provided that third person is willing to center the discussion on an objective clarification of the issues involved rather than in trying to prove that either one or the other position is the right one.



# Readers' Slants

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But, in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in this column.

## THERE'S NO PLACE LIKE IT

By DEIRDRE CARR

WE DID enjoy spending July and August with my sister and her family at their lovely new place on the shore. Three-year-old Mary had the time of her short life and learned to swim as readily as the fat little porpoise she looked like galloping and walloping in the water. It was grand, too, for John, after a hectic winter of work, to have a real holiday every week-end all summer. Not a chore for him to do, and such a chance for fishing, which is still his first alternate heaven. It was hard not having Tom with us, but camp is an ideal vacation for a nine-year-old. For me the summer was a revelation of just how lazy I can be. Servants to do everything and sister's Nanny to look out for Mary. It's many a long day since I have been so free of responsibility and routine. Everything worked out beautifully!

Yet the first night of my return I headed the entry in my diary with the retort I had made to Cousin Milly that afternoon when she said, "I suppose you hated to come back!"

"There's No Place Like Home. Where else could I open the door upon the peculiar desolation that follows a leak in the roof and think happily, 'Now it's *got* to be done over.' There can be no spot in all the world as charming as that sheltered corner of our steps, else a certain visiting pussy would not have chosen it for her lying-in with six kittens. But look here . . . there is at least one place that's nicer, otherwise faithful (?) Nellie would not have decided to stay on with the lady who borrowed her from me for the summer. Which reminds me that I simply must call the agency about a possible successor the first

thing in the morning. Also am reminded to try and remember where Nellie put the bag containing Tom's school suit. He will be back tomorrow! Is it two months or two years since I have seen my boy? I suppose there will be a big change in him. At least I hope now he will get along better with little Mary. Perhaps he will, he did write that sweet thing about her. . . . 'Give Mary a hug for me. It's swell not having her tagging along the whole time, but (and don't let on to her) I miss the kid.'

"At any rate there is no use worrying about where his clothes are, because, from all reports, they will come neither here nor there on him. They might just do for the little Adams boy. What a vista of shopping! A whole outfit for Tom, plus shoes for play, shoes for school, shoes for dress. Glad they can wear only one pair at a time. And Mary . . . she'll need new underclothes, new dresses, a new snow suit—a regular trousseau for nursery school. Should we send her? Wouldn't she be happier at home? Time will tell! I do wish you could have something in this world without sacrificing something else. It would be so nice if little Alice Graham could go, too, but the Grahams just cannot afford to send her. How much we have to be grateful for! While our ship is slow enough in coming in, we do manage to make both ends meet. We own our own house . . . we love each other . . . we are well. I suppose, though, that both the children must see Doctor Smiley before school starts. Mary ought to have her eyes examined. And I . . .

"How John roared when I told him what happened this afternoon about me. Sitting in my comfortable chair for a moment's rest I heard CRASH! CRASH! from the attic, of all places. A breathless trip upstairs found Mary standing in a welter of boxes and bundles which she had tumbled down from the shelves. I'm glad I didn't get cross because I never could have stayed so. To my 'What *are* you doing up here?' Mary answered, 'You said you were going to have a baby when we got home . . . we are home now . . . so I was getting my old basket down for it.' What a lot of doing there is going to be in the next six weeks! It's lucky we gave Mary the sewing room for her very own in the spring. I don't know yet where to put the machine, but now she won't feel put out of the nursery when the new baby comes home. I must ask the painter to let Tom help a little

with the nursery so that he will feel that he has his part in preparing things for the baby. Live and learn . . . perhaps with this baby there won't be so much jealousy. Mary keeps asking whether it will be a brother or a sister. I wonder? Not that it makes a whit of difference. Two girls and a boy or two boys and a girl . . . three children any way you look at it. How will I ever be able to swing it? It certainly is going to be a busy, experimental, important time. Still, I guess every time is important in its way.

"The plans for the summer loomed so large in the making, and they worked out all right. I can't for the life of me see, though, how mealtimes, bedtimes, playtimes for three children and two adults are ever going to make a livable scheme. They'll just have to! Perhaps some day everything will run smoothly again.

I hope so. Picking up old threads and weaving in new ones is difficult. The familiar pattern of my life looks as strange to me after two months away as the sweater I laid aside for a while last winter. When I picked it up again I discovered that I had forgotten the stitch. It took a lot of doing . . . but eventually I did re-learn the right time to knit and the right time to purl. But the first thing I must do is to find a maid who will take and keep a job in a house like this. Still it's a dear house . . . even if the outside paint is weatherbeaten . . . even if the stair carpet needs renewing . . . even if the wallpaper has finger patterns that won't rub off . . . even if it's crowded to overflowing. It wasn't so ten years ago . . . but what was it Edgar Guest said? Oh, yes . . . 'It takes a heap o' livin' in a house t' make it home.'"

## WITH CHILD

GENEVIEVE TAGGARD

Now I am slow and placid, fond of sun,  
Like a sleek beast, or a worn one:  
No slim and languid girl—not glad  
With the windy trip I once had,  
But velvet-footed, musing of my own,  
Torpid, mellow, stupid as a stone.

You cleft me with your beauty's pulse, and now  
Your pulse has taken body. Care not how  
The old grace goes, how heavy I am grown,  
Big with this loneliness, how you alone  
Ponder our love. Touch my feet and feel  
How earth tingles, teeming at my heel!  
Earth's urge, not mine—my little death, not hers;  
And the pure beauty yearns and stirs.

It does not heed our ecstasies, it turns  
With secrets of its own, its own concerns,  
Toward a windy world of its own, toward stark  
And solitary places. In the dark,  
Defiant even now, it tugs and moans  
To be untangled from these mother's bones.

*Reprinted from "FOR EAGER LOVERS."  
THOMAS SELTZER, New York, 1922.*





TRAVELING TOWARD WIDER HORIZONS

Manhattanville

# Twenty-One Years of Summer Play Schools

*The Summer Play Schools Committee of the Child Study Association  
Celebrates Its Twenty-First Birthday*

The completion of the twenty-first year of Summer Play Schools in New York has special meaning. Not only does it celebrate twenty-one well-spent and happy summers for thousands of city children but it marks also the coming of age of an idea: the idea that the community is responsible for the growth and education of its children in the summertime as well as in the winter.

It was the stress of a war-time situation in the summer of 1917 which focused attention sharply on the needs of children during the long vacation period. With their mothers at work outside the home, many children idled outside closed school doors with literally "no place to go." A group of interested people who saw the need organized a play school in a settlement house, providing for as many children as possible. There was an all-day program of play activities, a mid-day lunch, and rest. This group of people later organized as the Summer Play Schools Committee of the Child Study Association.

Out of this emergency measure the idea grew steadily that children—especially in the crowded city districts—need a planned summertime. Gradually the scope of the work widened, and so did the program. Not only were more schools organized in other sections but also the original concern with health care and recreation broadened to include the child's total needs, emotional as well as physical, for work and play and summertime adventuring. To provide for these within the limitations of the city,

not only the recreation movement but also the progressive education movement was drawn upon, and its philosophy and techniques adapted to the special summer environment, and needs of these children.

The Play Schools are dedicated to the proposition that education does not stop because schools are closed. In or out of school education goes on, for good or ill. It is for the community to determine what kind of education it shall be. Furthermore, summertime is a time for adventure and exploration, and the community can provide the opportunity for both. Even for children who must remain in the city, adventure may be just around the corner, discovery in one's own backyard, or in a classroom.

Toward this end, the Play Schools aim to pool the community's resources for the children's summer. Community centers, settlement houses, housing developments, public and private school buildings give their space and facilities; the Division of Recreational and Community Activities of the Board of Education provides part of the teaching staff; and other government agencies, as well as social, educational and public service organizations, are drawn upon for their special services wherever needed.

That the children enjoy their summer at Play School is indicated by the eagerness with which they come each morning and the reluctance with which they leave. But even more important than their obvious enjoyment are the deeper gains which the sum-

*(Continued on page 11)*

# Summer Oases for Children

Summer Play Schools open their doors at 9 o'clock five days a week throughout July and August, to the children of the crowded sections of New York City. A physical examination is given to every child before registration. The children are divided into small groups, and each group helps to plan its own program of work and play, which grows out of the immediate interests, the neighborhood, and the backgrounds of the children.



*Hudson Guild*

THE MAIL MUST GO THROUGH

A visit to the neighborhood post office started this group on a mail-carrying enterprise in the classroom, where they learned many things about their community.



*Summer Demonstration School of N. Y. U.*

EATING TOGETHER IS FUN

"I like when we swim. I like when we eat. I like when we sleep." Thus a little boy summed up his feelings about his Summer Play School. Lunch is a time for bringing together the children not only to learn to like new foods but to discover the social amenities of shared mealtimes. Lunch is more than nutrition. It's fun.



# n the City's Crowded Areas



A COOL SPLASH ON A HOT DAY

*Lavanburg Homes*

"When Saturday comes I wish it was Monday," says one ten-year-old. No wonder! For at Play School there are all the things he likes best: hammer and saw, paper and crayons, paint and clay, music, dramatics and games. History, geography and the sciences, though these are not taught as academic subjects, come naturally into the play activities. It isn't all play—but it isn't all work either.

A high spot in the day is the splash in a near-by pool or beneath a shower. Available yards and roofs, too, invite the groups out-of-doors for many of their activities.

Those children are selected for enrollment who seem most in need of this all-day care—emotionally as well as physically. The mid-day period of rest and relaxation following lunch is a welcome interlude in the day's activities. Afternoon milk is served just before the children go home at 4:30, the end of a busy happy day at Play School.



AFTER LUNCH—REST

*Community Play School*

mer's experience brings to these children. Meeting in small groups they learn how to work and play together, how to cooperate in planning, to feel themselves part of a school community where the teachers are also a part—friendly and helpful. These teachers, with small groups and no curriculum which must be "covered," are able to know each child individually, to work with his particular needs and difficulties, and to bring out his special abilities. The shy child as well as the overaggressive one, the child with a speech difficulty or other social handicap, the bully and the child who withdraws from physical encounters—all are helped to find a place for themselves in the group, to find satisfying means of expression in work and play.

To make the most of the teacher-child relationships, the teachers in the Summer Play Schools are given special training for a type of program which takes into consideration children's play interests and needs, as well as a sympathetic understanding of their backgrounds. A short, intensive training course is held at the Association's headquarters before the Play School season opens, and members of the Committee's staff are available throughout the summer to supervise the teaching at various schools and to help with immediate problems of program. The teachers themselves welcome this opportunity to try out new methods and programs unhampered by curriculum.

So vital has this special teacher-training seemed that an observation school has been set up in one of the Play School centers. This school is staffed by teachers selected for their special experience and skill in the newer educational practice. It is open for observation to teachers and assistants from all of the affiliated Play Schools as well as to teachers from other communities and summer school students at

Teachers College, Columbia University. The observations are followed up by round-table discussion. The Child Study Association has also cooperated with New York University in a Play School especially set up for the training of the University's summer school students, who come from many parts of the country.

At some of the schools a psychiatric worker is also available for consultation about children whose behavior suggests that they are in need of special help. Reports and recommendations on such children are given to agencies concerned with these children the year round. Another important aspect of the Play School program is the work with parents. Social workers make home visits throughout the year and help to interpret Play School procedures and purposes to the parents. A parent education leader on the Association's staff confers with the parents of Play School children both individually and in discussion groups which continue to meet during the year.

Thus the Play School idea has expanded in many directions. The Summer Play Schools Committee has been alert to recognize new needs and to develop new avenues of growth. Convinced that the idea was both valid and workable, the Committee has sought to extend it to other communities and adapt it to other situations, in suburban as well as urban localities, and for privileged as well as less privileged children. It has learned how to make use of all available resources, and to utilize the best current methods of education and recreation.

The Committee may well look back with pride upon twenty-one years of growth and achievement, and look forward to a time not far distant when all awakened communities will assume responsibility for the planning of children's summers, and for the care and education of children the year round.



PARENTS MEET THE YEAR ROUND

*Community Play School*



# Science Contributes

## THE ENDOCRINE SYSTEM AND ITS CONTROLS

By H. R. MILLER, M.D.

GENERALLY speaking, parents and others interested in child guidance, no matter how intelligent, cannot be expected to have a deep or wide understanding of the structure and the workings of the human endocrine system. But they should appreciate in a calm and unhysterical way that deviations from the normal in growth, in bodily differentiation and development, including the primary and secondary sex characteristics, not to speak of emotional and psychic changes, often call for medical investigation of endocrine disturbances. In this article an attempt will be made to discuss briefly some of the vital and general principles concerned with the endocrine system. Medical problems and descriptions will be avoided as far as possible, as well as many matters which belong properly in the field of the specialist.

We are all familiar with some of the glands in our bodies, the sweat glands, salivary glands, tear glands, acid glands in the stomach, etc. All these pass their secretions through a duct. Quite different from these duct-bearing glands is the specialized system of ductless glands: each gland, a living chemical laboratory, elaborates one or more special substances which enter the blood stream in very small quantities sufficient and potent, however, to regulate and maintain our bodies in health, growth, development and other vital functions.

The ductless glands form the so-called endocrine system in which each gland influences all the others no matter how widely separated and disconnected they may seem to be. In the brain lie the pineal gland and the pituitary gland, the latter consisting in reality of two separate entities, an anterior portion and a posterior portion. The neck regions contain the thyroid, the parathyroid, and the carotid glands; in the thorax we have the thymus gland; and the abdomen holds the large pancreatic gland and the small adrenal gland atop of each kidney. Each adrenal is divisible into a medulla, or inner portion, and an outer cortex or shell. The pelvis supports the reproductive organs and the placenta during pregnancy. According to some investigators the breasts of the female especially, and the prostate gland of the male belong in this system and there are authorities who also include the liver and spleen.

Many of these ductless or endocrine glands were known centuries ago but only in the last decade or two have we uncovered much about their chemical ingredients and reactions. In some cases the chemist has actually succeeded in artificially creating chemical substances identical in every way with the appearance and action of the secretions of the ductless glands. These investigations have been marked by brilliant and unflagging research which continues at the same high level. Although many hormones are only partially or very slightly understood and a number have thus far eluded capture, our present knowledge is, nevertheless, broad and deep enough to permit us to set down a number of fundamental and well-accepted general principles.

IN the first place, hormones are extremely powerful substances. For example, an astonishingly small amount of thyroid gland hormone, thyroxin, of which the body possesses at any one time about 1/5 of a grain and utilizes about 3 1/2 grains all told during a year, is powerful enough to keep the body normal as far as the thyroid functions go and to stave off the occurrence of abnormal states like myxedema or cretinism which are due to deficiency of the hormone, or the opposite picture, Grave's Disease, that results from intoxication following upon overactivity of the thyroid gland.

In the case of the thyroid gland, therefore, underactivity leads to myxedema or cretinism characterized by retardation of all bodily processes, accumulation of fat, etc., in short a "vegetative," vegetable-like state of existence which is nearly always accompanied by an effacement of normal personality. On the other hand, overactivity of the thyroid gland brings on the antithesis of myxedema, namely, great excitability and alertness, a gearing up of all bodily processes, and an enormous loss of energy. This condition is called exophthalmic goitre or Grave's Disease. (There is reason to believe that an excessive stimulation of a secretion derived from the anterior pituitary gland is the primary instigator of thyroid disturbances.)

This remarkable quantitative relationship between a single gland and its own secretions has its influence on all the other glands. As a consequence, throwing

the system out of balance at any one point will, as a rule, start many ("pluri") other glandular symptoms, and a derangement of one gland is sometimes registered by an almost overwhelming secondary effect in some other gland of this system. This secondary effect may seem to be the dominant feature masking everything else and calling for great skill and patience in bringing to light the primary or key gland which is really involved.

The effect of a given secretion on its own gland and on the body at large represents fundamental principles constantly in action to prevent such extreme degrees of change in body and mind as were cited, for instance, in connection with thyroid disorders; and when these disorders do occur they are not due to any deleterious substance formed by any gland. Indeed, endocrine glands are incapable of producing any abnormal or perverted secretion; they can only give off too much, too little, or just the right quantity of their respective hormones. In addition to this regulatory mechanism in general, we must also recognize that certain glands are responsible for the regulation of special biological processes. We speak of the *specific action* of certain hormones and several illustrations will make this clear.

(1) Take the widely known hormone, insulin, poured out of the ductless portion of the pancreatic gland. This hormone has a particular job or, as we say, specific action on the normal utilization of carbohydrates (starches and sugars). Obeying the principles already mentioned, specific action will vary directly with the quantity of insulin available in the body, an insufficient amount causing improper burning or oxidation of carbohydrates as a result of which the content of the sugar in the blood rises to abnormal levels and overflows into the urine. This we recognize as the condition of diabetes mellitus. By contrast, an overproduction of insulin will burn or oxidize inordinate amounts of carbohydrates depleting the sugar reserves in the tissues and blood, leading to violent and alarming signs. This is known as a hypoglycemic reaction.

(2) Thyroxin, the ingredient of the thyroid gland, is another example. The metabolism of the body is specifically influenced by this hormone. Normal metabolism may be defined as the biological process which governs and coordinates the amount of oxygen required and consumed by the tissues of the body under normal basal conditions. As in the case of insulin and other hormones the specific action of thyroxin also is quantitatively regulated. Too little results in faulty, "half-baked," burning; the un-

burned products, among them fat, accumulate and result in obesity. The furnaces of the body are dampered or, in biological terms, the metabolism is depressed. Too much thyroxin, on the other hand, speeds up metabolism, the tissues are burned away rapidly, alarming loss of weight follows, and every function is excessive and wasteful. Thyroxin is also capable of another specific rôle by virtue of its relation to the element, iodine. The thyroid gland, in order to maintain its own normal state and the health of the entire body, must contain at all times a definite amount of iodine, and with this the total amount of iodine in the body at large and the iodine content of thyroxin are all interrelated.

(3) Still another element, calcium (lime), is specifically linked to the secretion of the parathyroid glands. A quantitative regulation again underlies the differences that exist when the skeleton and nervous systems are normal and when these structures suffer from too much or too little parathyroid hormone. An excess very often means fragile, bent or cracked bones with absorbed areas (cysts) and a highly irritable, excitable nervous system ("spasms"); a lack converts the bones into heavy, marble-like, "overcalcified" structures and the nervous system may exhibit a slow response to stimuli. Belonging in this field and connected with it are also the interesting and practical newly discovered details on the formation and treatment of kidney and bladder stones and on the influence of the vitamins, notably vitamin D.

(4) Sodium, as in table salt, held under the influence of the cortex or shell of the adrenal gland, is another illustration of this specific action and, together with the other examples mentioned, has given rise to the interesting speculation that maybe similar endocrine controls over other elements known to exist in the body, remain to be discovered.

BE this as it may, the influence of a hormone on any single element is really equivalent to indirect control over the vital process with which this element is concerned. But, as we have already had occasion to say, in addition to this indirect effect quite a number of hormones, of which insulin and thyroxin are representatives, govern biologic processes in a direct manner and, although this distinction is more interesting than practical, we shall, for the sake of rounding out the discussion, list the following secretions under the latter classification.

(a) Adrenalin, readily prepared artificially, and a powerful normal product of the medulla of the



adrenal gland, is distributed and acts throughout the body with great speed in many emergencies. This is seen in the contracting of blood vessels to prevent bleeding, in the sudden relaxation of certain spastic muscles to prevent asphyxiation, the bronchial muscles in asthma, and in the checking of shock by moving sugar quickly from the liver into the blood stream.

(b) The cortex or shell of the adrenal gland appears to be directly related to vigor, vitality and life itself. Without the "cortin" hormone derived from the cortex, life comes to an end with overwhelming exhaustion within a few days.

(c) But nowhere is this direct specificity more clearly and beautifully seen than in the case of the pituitary gland. A tiny structure, it lies suspended in the depths of the brain like a priceless jewel in a vault. Its posterior portion, a separate gland in its own right, has a special powerful, drug-like chemical which has proved to be very useful in stimulating contractions of muscles. It has a wide use in obstetrics.

MORE fascinating, however, is the anterior pituitary gland, a veritable factory of many important secretions; and, because its multiple hormones play such a direct, active part in influencing practically the entire endocrine system, it has been well called the motor endocrine of the body. As startling and wonderful as any of its secretions is its growth hormone. With this substance we are now able under certain conditions to control the stature of animals and even humans. This secretion in our bodies is responsible for the growth of all tissues and, as we shall see in a moment, for the various *phases* of growth during the entire life span. Too much of the hormone, free to act before the growing zones in the skeleton have finished their work, as at the end of adolescence, can lead to gigantism, and an inadequate amount to dwarfism. Between the dangers of these extremes, however, the growth hormone in most people achieves a middle course of normal growth and in doing so brings into play several related phenomena.

First, we notice that the growth hormone has its greatest impetus during the first phase of life. From the very beginning the infant's head, torso, and limbs grow very fast (and at a different rate) but this is only the prelude to the tremendous growth activity over a much longer period ending at puberty. From puberty to the end of adolescence the growth impulse is still at work but slowed up and during the so-called

mature or adult stage the effects of the growth hormone are hardly perceptible. Toward the end, in senescence, the hormone finally indulges in a sort of final "canter" or spurt. For this reason elderly people often develop enlargement of the soft parts of the face, hands and feet and accentuations in hair growth.

This division into stages of growth according to the rate of activity of the growth hormone is paralleled by a second factor, namely, the reciprocal or mutual check between this hormone and those of the reproductive or gonadal system. The response from the reproductive organs may be direct or else indirect through a primary secretion derived from the anterior pituitary gland. In any event, the reciprocal action between growth and gonadal hormones is clearly in evidence throughout the entire span of life. Up to puberty, for example, the gonadal secretions are important, of course, but growth comes first in emphasis. From puberty through adolescence, when the individual is biologically ready for reproductive life, leadership in the endocrine system is taken over by the gonads while the growth hormone is relegated to an important but second fiddle part. Of course, the status of sex has already been established by the time of puberty, but from now on sex and body development are dominant; in other words, body and sex differentiation enter into full play. The skeleton, the skin and the hair, the voice, mentality, the sex drive (the menstrual cycle) grow sharper and more clearly defined until the end of the adolescent period. Thereafter, through adult life with its decades for procreation the growth hormone is hardly called upon, whereas the gonadal secretions are in full force maintaining the adult physiologically and mentally as a non-castrate. In senescence when the gonads shrivel, the growth hormone, as we have seen, goes through a brief flicker of an accentuated effect.

This rhythm of growth and of bodily differentiation and of variations in psyche, characterized by special differences at each stage of life and by a remarkable unfolding or better still almost imperceptible merging of one stage into another, depends upon other endocrine hormones in addition to the growth and gonad secretions, in fact, upon the entire endocrine system.

The significant influence exerted by the gonads, so beautifully balanced in connection with the rhythm of growth and of reproductive life, can be a manifestation arising within the gonad organs directly or

*(Continued on page 32)*

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# CHILD STUDY ASSOCIATION ACTIVITIES—1937-38

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## STUDY GROUPS, COURSES, SEMINARS

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### FAMILY GUIDANCE AND CONSULTATION SERVICE

**P**ARENTS EVERYWHERE are increasingly eager to know where they may turn for help in gaining a deeper understanding of themselves and their families. The Consultation Service is based on a recognition of this need of the present-day family for skilled counseling in the many matters, large and small, with which it is confronted. Directed by a psychiatrist and a psychiatric social worker, the service offers to every member of the Association an opportunity for personal interviews and discussion on all problems pertaining to marriage, child development and family relationships. The number of consultations in each case depends upon the need. Active members are entitled to one interview without charge; further fees and fees for non-members are arranged individually.

### INTRODUCTION TO PARENTHOOD Problems of the Prenatal Period and the First Six Months

Eight Tuesdays, beginning October 26th—2:30 to 4 P.M.

RUTH BRICKNER, M.D.      MRS. ANNA W. M. WOLF

The purpose of this course is to clarify some of the practical and emotional problems of the months just before and after the birth of the baby as they affect father, mother, and infant. It is planned especially for young or expectant mothers, but is open to others. Five lecture-discussions.

On being pregnant: common experiences, emotional states and anxieties of this period. The mother's attitude toward child-bearing. The husband's attitude toward fatherhood.

Arranging a practical routine for the baby's early months—out-of-doors; naps and sleeping; nurses and other helpers.

Feeding problems; thumbsucking and other "bad habits." Training for bladder and bowel control—when to begin.

Mental growth—suitable toys and activities.

Emotional development—love and its expression, play, sociability, fears and tensions. Visitors for the baby; grandparents and others. How the coming of the baby affects the parents' relation to each other.

Three observations: at the Maternity Center, Cornell Medical Center, and the Birth Control Clinic.

### EARLY CHILDHOOD Routines and Training from 6 Months to 2 Years

Twelve Mondays, beginning October 25th—2:30 to 4 P.M.

MRS. ANNA W. M. WOLF

How do little children learn? Temperamental differences. The place of routine. Shall we train for "good habits?"

Developing healthy attitudes toward eating, sleeping, bladder and bowel control, play, sex.

What we do mean by "discipline"? How much discipline does a little child need? How effective are rewards and punishments? How can we help children to develop self-discipline?

How may the problems of parents as adults influence the personalities of their children? The young child's need of his father. Helping children achieve emotional stability and self-confidence.

To what extent are our children what we make them? To what extent are their characters determined by heredity and constitution?

### TWO TO SIX

#### Foundations of Personality and Character

Twelve Fridays, beginning November 5th—2:30 to 4 P.M.

DR. MAY REYNOLDS SHERWIN  
DR. LOIS HAYDEN MEEK

The emotional needs of young children; their experiences with father, mother, brothers, and sisters.

Personal problems of parents as adults—their effects on the personality and character development of their children.

What kind of obedience can one expect from young children? How can parents arrive at a balance between freedom and authority? Rewards and punishments.

When do children need the companionship of other children? What are the values and limitations of nursery schools? Of play groups?

At what age should children be expected to put away their toys? To eat everything? To dress promptly? To have "good manners"? To share their toys?

How shall we tell young children about sex differences? Where babies come from? The father's part in procreation?

Home management as it affects young children; selection of maids, nurses. Adapting home facilities to the needs of the preschool child.

### SIX TO TWELVE

#### The Widening Horizon

Twelve Wednesdays, beginning October 27th—11 A.M. to 12:30 P.M.

MRS. ANNA W. M. WOLF

What do we know about the basic nature of the six-to-twelve-year-old? How should the parents' role change as the child grows older?

Freedom and authority; rewards and punishments; habits—good and bad; growing toward self-discipline.

Antagonisms between brothers and sisters—are they inevitable? Do they ever have value?

Sex interests of school-age children—what are they? How should they be met?

Children and money—allowances, earning, spending, saving, borrowing. Money and discipline.

Making school a satisfying experience. Parent-teacher relationships. Children's friendships—the home as a background in the child's social life. "Undesirable" friends.

Children's reading, movies, radio, parties, and other out-of-school activities—filling the gaps in the school curriculum.

Religion and the child—do we owe our children religious training? Can we leave them "free to choose"?

### ADOLESCENCE

#### Youth Confronts the World

Twelve Mondays, beginning October 25th—11 A.M. to 12:30 P.M.

MRS. SIDONIE M. GRUENBERG

To what extent are the characteristic difficulties of adolescence caused by physical changes? By emotional conflicts? By pressure from the outside world?

How successfully are home, school and community meeting the needs of adolescents today?

How much parental guidance do adolescents need? How can it be made acceptable? Home conflicts—constructive and destructive.

The impact upon the home of the radio, press, movies. How can parents interpret to their children divergent standards of social and sexual behavior?

Educational problems—coeducation; vocational preparation; training for responsibility.

Should young people share family anxieties and financial burdens?

Conflicts with parents on the burning issues of the present day; young people and social radicalism; religious differences.



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# CHILD STUDY ASSOCIATION ACTIVITIES—1937-38

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## STUDY GROUPS, COURSES, SEMINARS

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### PARENTS AND CHILDREN

#### Emotional Problems in Family Relationships

Twelve Fridays, beginning October 29th—11 A.M. to 12:30 P.M.

MRS. CÉCILE PILPEL

Early relationships between parents and children, sisters and brothers. Their meaning for the later development of personality. Individual differences among children in the same family. Influence of family traditions on parental expectations.

Antagonisms and rivalries among children in the family. When are they wholesome? When destructive?

Bridging the chasm between the generations. Religion as a dividing or integrating force in family life; differing moral standards of yesterday and today as causes of conflict. Problems of parties, chaperonage, late hours, relations between the sexes, radio, movies, reading.

Money in family life. Children's needs and the family budget.

Special problems presented by the small families of today. The absentee father.

Effect on children of the parents' relation to each other.

### FUNDAMENTALS IN PARENT EDUCATION

#### Content and Methods

(Admission by individual application)

Ten Thursdays, beginning October 28th—11 A.M. to 12:30 P.M.

MRS. JEAN SCHICK GROSSMAN

MRS. CÉCILE PILPEL

MRS. ANNA W. M. WOLF

MRS. SIDONIE M. GRUENBERG

A course for those who are engaged in work with children and the family. It is designed especially to meet the needs of social workers, public health nurses, board members of child-caring institutions, and others responsible for the direction or guidance of children and young people. It aims to clarify our knowledge of the needs and interests of children at various stages of their growth and to deepen our insight into the relationships which influence personality, both within the family and without. Special attention will be given to the various practical problems of parent education and group leadership.

#### Learning and Discipline

How do children learn? Good habits—what are they? The use of rewards and punishments, threats and bribes. What can we fairly expect of children at different ages?

#### Emotional and Social Development

Importance of individual differences. Fear and timidity in childhood. Rivalries and quarreling between brothers and sisters. Sex interests and activities of children. Problems of sex education at successive stages of maturity.

#### Adolescence

Relation of physical changes to emotional problems of this period. Differences in development of boys and girls. Sex interests and activities of this period. How much parental guidance do adolescents need? Can it be made acceptable? The need for self-assertion and independence. Jobs and vocational preparation. Sharing family responsibilities—when is a child grown-up?

#### Family Life and Family Living

Understanding ourselves—effect of parents' childhood experiences on their own behavior as parents. Favorite children. Typical sources of family friction. Conflicting ambitions of various members of the family. The parents' problems as adults—their effect on the children. Marital harmony and disharmony; the broken home. Grandparents and other relatives in the home. Family loyalty—what is it?

#### Special Problems of the Parent Educator

Lectures, study groups, individual consultation—problems and techniques. What is involved in "giving advice"? The problem of delinquency. Community resources for psychiatric care and guidance. Underprivileged and dependent families.

### HOME GUIDANCE OF THE SCHOOL CHILD

#### An Evening Group

Eight Mondays, beginning November 1st—8 to 9:30 P.M.

DR. ERNEST G. OSBORNE

The home as a background for the child's school life. What should the home expect of the school? What should the school expect of the home? Parent-teacher relationships.

Growing toward self-discipline. The child's increasing independence. The timid child—the aggressive child.

Individual differences: the slow child, the gifted child, handicapped children. Mental tests—their uses and limitations.

Friendships and social life: the influence of other children, other homes and other standards. The child as conformist. Problems connected with what "everybody does." Who are "desirable" and "undesirable" friends?

Sex interests of children. What are they? How should they be met? The home's part. The school's part.

Parties and entertainments; movies, radio, reading. Other out-of-school activities. Planning vacations and good times for the whole family.

### THE FAMILY AND CHANGING COMMUNITY PATTERNS

Eight Tuesdays, beginning January 11th—11 A.M. to 12:30 P.M.

MRS. CLARA LAMBERT

This course will consist of discussion meetings and trips

The complexity of New York City presents an environment which is often confusing and hard for the child to understand. Schools are trying to help children to find meanings in what they see about them in their neighborhoods. Parents can share this learning if they, in turn, know how the larger community—New York City—operates, and how their own neighborhood fits into the whole.

Do we live in communities or do we live in geographic units known as square blocks? Are we aware of the neighborhoods in which we live, in terms of human beings? Do we know the resources—educational, social, recreational and functional?

The "why" of the rise and fall of neighborhoods and the consequent change in schools, shopping and living.

What can we understand about our food supply, industrial segregation, planned communities, housing? How all of these phenomena are related to transportation.

Do our children play in the neighborhood and use its educational and recreational facilities? Do we make the most of them?

### STUDENT-LEADERS TRAINING

A Practical Internship Conducted by the Staff

An opportunity for qualified students to become more intimately acquainted with parent education philosophies and methods. Each student's work will be individually planned and will draw upon the full resources of the Association—Study Groups, Consultation Service, Library, Committees, etc. Conferences, guided reading, opportunities to evaluate and discuss a variety of projects will be planned at regular intervals, under the direction of staff members. Registration by personal interview.

FEES			
ACTIVE MEMBERSHIP . . . . .			\$10
STUDY GROUPS:			
One Group . . . . .	free to active members		
Additional Groups, each . . . . .			\$3
SPECIAL COURSES:			
Fundamentals in Parent Education . . . . .	Members	Non-members	
(Admission by Individual Application)	free		\$5
Student Leaders . . . . .			fees arranged individually

FOR FURTHER INFORMATION regarding the Association's activities, write or telephone the Study Group Secretary.

## Child Study Association of America

announces a new pamphlet

### WILL YOUR CHILD BE READY FOR SCHOOL?

by the Staff of the Child Study Association

A PRACTICAL PAMPHLET FOR PARENTS OF YOUNG CHILDREN TO HELP THEM IN UNDERSTANDING AND GUIDING EACH PHASE OF THE CHILD'S DEVELOPMENT.

The following outline will suggest the wide range of topics included:

#### READY IN BODY

*Will he come to school with a healthy body, healthy habits, and reasonable ability to care for himself?*

- The best possible health
- Unnecessary handicaps
- Healthy habits
- Taking care of himself
- Helping him to grow up

#### READY IN MIND

*Will he come to school with lively curiosity and vivid imagination, with practice in expressing his ideas, and with power to plan a task and carry it through?*

- Learning day by day
- Let's find out
- Read me a story
- The world of fancy
- Learning through play
- I made it myself
- Let's pretend
- Come out and play
- Let's do it together

#### READY IN CHARACTER AND ATTITUDE

*Will he come to school with a happy, friendly, cooperative disposition; will he be reasonably self-controlled and obedient; will he welcome new experiences; will he work hard and play hard?*

- The spirit of adventure
- Getting on with other children
- Fitting into the group
- Discipline and authority
- Sex education
- Fact and falsehood
- Fears and furies
- Happiness and health
- Wise and loving parents

Price 20 cents—Special rates on quantity orders  
Please send your remittance to

**Child Study Association of America**

221 West 57th Street, New York City

## A DAY AT HEADQUARTERS

Monday, October 18th

### Study Group Demonstrations

An opportunity for members and others interested in family problems to become acquainted with the Association's activities and with members of the staff.

10:30 — 11:30 A.M.	2:30 — 3:30 P.M.
PARENTS AND CHILDREN	ADOLESCENCE
Mrs. Cécile Pilpel	Mrs. Sidonie M. Gruenberg
SIX TO TWELVE	EARLY CHILDHOOD
Mrs. Anna W. M. Wolf	Mrs. Anna W. M. Wolf
11:30 A.M. — 12:30 P.M.	4 P.M.
TWO TO SIX	Informal Reception and Tea
Dr. May Reynolds Sherwin	Guest of Honor: Dr. Mary Shattuck Fisher

## ANNUAL MEETING

Monday, November 15th, at 8:15 P.M.

Guests of Honor—ROBERT S. LYND and HELEN M. LYND  
Authors of "Middletown" and "Middletown in Transition"  
Business Meeting and Election of Officers

## COMING EVENTS

### Preliminary Announcement

#### CHILDREN'S BOOK EXHIBIT

Tuesday, November 30th, at 3 P.M.

*Auspices of the Children's Book Committee*

Chairman: MRS. HUGH GRANT STRAUS  
The exhibit will be open until Christmas

#### CHARACTER EDUCATION AND MORAL DEVELOPMENT OF CHILDREN

Tuesday, March 15th, at 8:30 P.M.

An Evening Lecture  
DR. EUGENE LERNER

#### MANNERS AND THE YOUNGER GENERATION

Tuesday, January 18th, at 8:30 P.M.

### An Evening Symposium

Chairman: MRS. CLARA SAVAGE LITTLEDALE

Speakers: MISS ANNE LLOYD BASINGER  
MISS ELIZABETH GOLDSMITH  
EDWARD LISS, M.D.  
DR. ROLLO G. REYNOLDS

## APRIL MEETING

Date, Subject and Speaker to be announced later



## Book Reviews

*Camping and Guidance.* By Ernest G. Osborne. Association Press, 1937. 192 pp.

"It can't be done!" Surely this would be the answer of the average camp director to whom one suggested individual guidance and free choice of activities in a camp for 200 boys. Perhaps the greatest contribution of Dr. Osborne's book is his insistence that it can be done—an insistence amply backed by his own experience in directing a Y.M.C.A. camp for younger boys for three seasons. His careful description of the techniques employed, the difficulties—solved and unsolved—the principles evolved and the questions still unanswered, should be most helpful to other camp people of liberal educational views. For whatever the numbers that directors of private camps decide they can handle most advantageously, considerations of economy will probably necessitate large groups in organization camps for many years to come. Herein lies a real challenge to the true educator.

This book is not for camp staffs alone. Parents and teachers will be equally interested in Dr. Osborne's plea for a closer cooperation between home, school, and camp toward a more consistent handling of the child's problems, and in the results of the author's study of the interests of boys of elementary school age.

We have few careful studies of children of this age (7 to 12). This investigation adds considerably to our understanding of boys' interests and concerns, and, incidentally, sheds light upon the scant reliability of written tests in determining these interests.

It is refreshing to find a realistic point of view which recognizes that children cannot always be depended upon to give a reliable picture of their own interests and preferences, and that statistics based on "interest finder" questionnaires are of very little value except for comparison with data secured by recording the actual activities of children in a free setting. As carried out, Dr. Osborne's study gives us a picture of real children as they are, not just as they think they are, or want us to think they are.

One regrets that the set-up of this camp made it impossible to study girls of similar age. An investigation of the interests and attitudes of girls by this same realistic method might be valuable in determining the needs of both sexes and the desirability of coeducational camps, now such a moot question.

*Middletown in Transition.* By Robert S. Lynd and Helen Merrell Lynd. Harcourt Brace & Co. 1937. 604 pp.

After ten years Professor Lynd and his staff returned to Middletown, ten years which included the peak of the boom, the depths of the depression, and the promise of recovery. Their earlier study gave us a searching picture of American customs and beliefs as revealed in the life of a small mid-western city in 1925. How had the overwhelming experiences of the next ten years affected this community and its people? With this question in mind the investigators returned for a brief re-survey. The answers, thoughtful, carefully considered and dispassionate, have yielded a second thought-provoking volume on our American culture.

One lays aside this book with renewed wonder at the tenacity with which human beings cling to their beliefs and institutions. There have been changes in Middletown's thinking and behavior, but one is impressed primarily by their superficiality in the face of the intense experiences which produced them. Optimism and the success dream have been somewhat shaken; insecurity and fear have forced their way into consciousness. But they have not been met with any basic questioning of a way of life, nor any search for new goals. Almost universally the reaction has been an intensified insistence on the old—an hysterical conservatism which resists all change as dangerous. Failures are attributed to the weaknesses of individuals rather than of institutions.

If conflicts have been sharpened, as they have inevitably all along the line, this does not mean that they are recognized and faced. Elaborate rationalizations conceal gross inconsistencies of thought and behavior. If changes in community organization have been forced by overwhelming circumstances—as, for example, in the care of the needy or the expansion of public facilities—there is little attempt to evaluate these changes on their merits. Instead there is a blind demand for return to "normal" at the earliest possible moment.

Only among the young is there any widespread questioning of the basic values and mores. Hopeless in a culture which judges a man by his ability to work and "get ahead" but which has no work for him to do, many young people have lost faith in their par-

ents' generation and all its ideals. But this feeling has expressed itself more in a revolt against restrictions, especially in the sexual sphere, and in a general sense of disillusioned bitterness, than in any constructive social thinking.

So brief a review of so broad a study can, of course, do little more than suggest end impressions. There is much more to ponder over in the Lynds' careful analysis of each phase of Middletown's life and the

fascinating interplay of forces for and against change throughout this culture.

HELEN G. STERNAU

The Enoch Pratt Free Library, Baltimore, is very anxious to complete its file of *CHILD STUDY* and solicits offers of Vols. 1-3, 1923-1925. Please communicate with the library, at Cathedral and Franklin Streets, Baltimore, Maryland.

## Suggestions for Study: Home Again

### TOPICAL OUTLINE

#### 1. SUMMER CAMPS

What may the home expect of the camp? Different kinds of summer camps. "Regimentation" in camp life—assets and liabilities. The family camp. Revaluating the camp's contribution to the child's development.

#### 2. SUMMER IN THE CITY

Building health during the summer vacation in town. Recreational facilities in a city. Going abroad while staying at home. Meeting the need of change while staying at home. Day camps.

#### 3. LIVING TOGETHER IN THE FAMILY

Do children need to get away from home? At what age? What kind of children? How often? Special experiences which only the home can supply; which only absence from home can supply. Freedom and responsibility at home; sharing the mechanical necessities of living—housework, budgeting, facing the family income. "To each according to his needs."

#### 4. AUTUMN STOCK-TAKING

Taking up the daily round. The inevitable question: "Is it worth while?" Inner conflict of the mother of today—the demands of her home; the demands of the outside world—preparing herself for when the children are grown up. Choosing activities most worth while on a limited budget. The parents' problems as adults and their effects on the development of their children.

summer? What are the best plans for his vacation period?

2. The B. family are obliged to stay in town all summer. They have three children, fifteen, nine, and six years old. How can they go about finding out the vacation resources for these children? How can they rearrange the physical aspects of their home and the daily routine so that all of them may have some sense of a change?

3. Now that the first excitement of new fall clothes, re-establishing normal, work-a-day routine, settling back into school again, are things of the past, the whole family seems to have the dumps. Father is silent in the evening, John obstreperous, and Mary, aged seventeen, openly irritable. Mother wonders how on earth to get them all into decent tempers while herself caught in a wave of panic as to where her own life plan is leading. Should they all just keep busy till they feel better? Are more fundamental inquiries and possible readjustments called for?

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### QUESTIONS FOR DISCUSSION

1. Martin, twelve years old, is inclined to be a somewhat dreamy child who prefers to play with one or two other boys rather than enter into games and sports with the gang. His parents felt that camp would serve to interest him in social and athletic activities and he therefore went last summer. He submitted to the routine rather passively, but now that he has been home a month has fallen back into his old ways. Should the experience be repeated next



# Shop Talk

OLD-FASHIONED corduroy has come into its own again as one of the most practical and attractive materials for boys' school clothes. Never have the stores shown so many shorts, knickers and suits in corduroy as they do this season. It seems that parents have demanded more and more of this material, because, although as heavy and warm as wool, it has the advantage of being completely washable. Being much softer as well, it is especially good for the young boy of five to six during the transition period from wash suits to stiff woolen shorts.

This fall Macy's shows not only the regular collection of corduroy shorts and knickers but also complete suits of this material. A very good-looking outfit consists of light-weight fine-wale corduroy shorts and matching zipper jacket lined with plaid wool. This comes in sizes 4 to 10, and in many colors, including blue, brown, dark red, and green. The shorts can also be bought separately for \$1.83 and the jacket for \$3.69.

A very good kind of blouse to wear with these shorts is the blouse with the "stretch-back" feature, which Macy's very proudly claims to have first sponsored. On these blouses the buttons are sewed on to elastic which stretches with the boy's vigorous movements, so that the buttons do not pop off as readily as they do on the ordinary blouse. With Eton, regular, or sports collars, in sizes 5 to 12, at \$.94 to \$1.39, according to the material.

Another attractive suit in this same type of corduroy is the "bush" suit, an adaptation of the Australian bush jacket which has shorts and a long jacket decorated with four flap pockets. This comes complete with cotton blouse and matching tie, in sizes 4 to 10, in brown, green, and blue (\$4.94).

Not to be outdone in its corduroy offerings, the girls' department has a new collection of corduroy jackets (at \$3.71) in a variety of colors. These are every bit as pretty as the old suede jackets, and yet do not soil as easily as suede, and are washable.

In the boys' department of Lord and Taylor's there is an exceptionally large collection of corduroy things. For the older boy (sizes 8 to 16) there are good values in well-tailored knickers in brown, blue and every shade of gray at \$2.95. An unusual type of shorts for the younger boy (sizes 5 to 12, \$1.95) is made of fine-wale corduroy with double belt and buckles, some of them with suspenders, designed to be worn outside of striped cotton blazer shirts. These

bright cotton sweaters (\$1.50) are very practical for classroom wear. There are also the regular type of button-on shorts in sizes 5 to 12, but most of these are of the wide-wale corduroy, which is much stiffer than the fine-wale, and does not seem to wash as well.

The young children's division (sizes 2 to 6) has its share of corduroy things, in very soft and fine corduroy shorts with suspenders, in bright colors, \$1.95. There are also separate long-sleeved jackets to match, with pearl buttons, for girls as well as boys.

JUDGING from the overwhelming number of plaids now being shown in the stores, the classrooms this fall ought to look like a convocation of all the Scottish clans. There are all the bright tartans in red and vivid green, as well as the more somber dark tones of the hunting plaids. The increasing popularity of plaids undoubtedly springs from the fact that mothers like their practicality (the criss-cross effect does not show spots nearly as much as do solid colors), while daughters like their gay look.

Macy's has everything for girls that could possibly be made up in plaids, including dresses, skirts, sweaters, scarfs, and even matching caps and purses. Especially attractive are the wrap-around authentic tartan kilts with a border of natural fringe. These come in a fine all-wool material in sizes 6 to 12, at \$7.47. For the younger girl (3 to 6) there are plaid skirts with suspenders or button-tops from \$1.83 to \$6.47. Even the small boy comes in for his share of plaid—bright shorts in sizes 3 to 6 (\$2.77).

At Lord and Taylor's is an original and attractive brother-and-sister set which consists of navy blue shorts or pleated skirt with matching sweaters in bright blue and red plaid. All wool, sizes 2 to 6, \$8.95. Cardigans to complete this set, bound in the same plaid, can be had at \$3.95. There are also separate plaid sweaters in the same sizes (\$3.50) bound in solid blue, red, or brown, with plaid tams at \$1.50. These sweaters look very nice worn with corduroy overalls.

Coming back from Scotland to America for inspiration, we find a whole array of girls' dresses in Macy's "Sister Shop" whose designs and colors are taken from the American harvest season. Especially attractive is a light-weight wool dress (which comes in sizes from 2 to 14) in dark green, with orange stitching, and little carved pumpkin buttons all the way down the front.

P. R. F.

# News and Notes

## *Parent Education Conferences in Colorado*

During the past summer, Mrs. Sidonie Matsner Gruenberg, director of the Child Study Association of America, conducted a series of five-day conferences on Parent Education at five universities in the state of Colorado. Each of these conferences was sponsored locally by the interested departments in each institution. At Western State College of Colorado, the program was sponsored by the Department of Education and the Division of Adult Education; at the University of Colorado jointly by the departments of Education, Psychology, and Home Economics; at Colorado State College by the Home Economics Department; at the State College of Education by the Extension Division. At the University of Denver, the work was in charge of the Education Department with strong cooperation from the parent-teacher association.

The program varied at the different institutions. At the four state institutions there was a regular class of students who had registered for credit. In addition, there were afternoon sessions open to students and the public. The conferences were attended mainly by teachers, superintendents of schools, social workers, nursery school directors, health workers, pediatricians, but there was also a good representation from the local parent-teacher groups. In all centers the attendance was consistently greater than in previous years. This increase probably indicates a growing interest in a broader view of childhood, especially in a consideration of the child in his home setting as a part of the family.

From the nature of the discussions, and especially from the questions asked at the meetings, it would seem that many of the teachers are prepared to accept a modern point of view, are eager to establish better rapport with parents. Because of the fact that for economic and other reasons there is an increasing proportion of married women among teachers, the subject matter interested many of them from a personal angle as well as a professional one. As the students and other auditors were largely teachers from 37 states, representing every kind of city and county and community, we may expect that whatever stimulation and interest was aroused will lead to more sympathetic and effective cooperation in the parent education activities in their home communities.

## *School of the Air*

The American School of the Air of the Columbia Broadcasting System will return to the air for its ninth season on Monday, October 18, with an expanded program in which the National Education Association, representing three-quarters of a million teachers and officials, will join to enter the schoolroom proper for the first time in its history. The Progressive Education Association has also accepted an invitation to take part in the development and presentation of a program which will be a new departure in radio education. Other organizations which will continue to cooperate include the National Council of Teachers of English, the National Council of Teachers of Geography, the National Vocational Guidance Association, and Junior Programs, a group dedicated to improving radio presentations designed for young listeners.

Each day during the school term until May 6, except Saturdays and Sundays and during the Christmas and Easter recesses, the American School of the Air will be heard over the network from 2:30 to 3:00 P.M., New York time. Nine separate courses will run during the term. Monday has been divided between two programs. The half-hour of the first 13 weeks will be given to "Exits and Entrances," a new program sponsored by the NEA and devoted to dramatization and comment on Current Events. The last 13 weeks will be a broadcast arranged with the Progressive Education Association entitled "Human Relations Forum," which will consist of a dramalogue and discussion among high school students. Both these Monday programs are intended for the junior and senior high school students. "Literature and Music," also designed for high school students, will be heard each Tuesday, the National Council of English Teachers helping with the literature section. Wednesdays will be devoted to the traveling "Hamilton Family," a half-hour of geography for children in the intermediary grades, sponsored by the National Council of Teachers of Geography. Dorothy Gordon's "Songs for Children" and broadcasts from foreign lands of children singing folk songs will occupy the first 15 minutes of the Thursday program, and dramatized folk stories will be presented through Junior Programs on the final fifteen minutes of all Thursday programs, primarily designed for the primary and intermediate grades. Dramas, interviews



with youngsters recently out of high school, and expert advice will comprise the vocational guidance program which will run the first fifteen minutes each Friday; and the popular "Science Club of the Air" will occupy the final fifteen minutes. The script for the "Science Club" is prepared by Miss Rose Wyler, of the Lincoln School of Columbia University.

*Play School Dinner* To celebrate its twenty-first birthday, the Summer Play Schools Committee of the Child Study Association will hold an anniversary dinner at the Hotel Commodore on Wednesday evening, October 27.

Mrs. Fred M. Stein, chairman of the Summer Play Schools Committee, will preside, and Dr. John Lovejoy Elliott will act as chairman. The speakers will be Robert Maynard Hutchins, President of the University of Chicago, and John W. Studebaker, United States Commissioner of Education. Anniversary Greetings will be given by Mrs. Herbert H. Lehman, Harold G. Campbell, Superintendent of the New York City Schools, and Mark McCloskey, Director of the Division of Recreational and Community Activities of the New York Board of Education. A special feature at the dinner will be the showing of a new and interesting film depicting the children's activities at the Summer Play Schools.

Tickets of admission (\$3.50 each) may be obtained from Mrs. Howard S. Gans, Chairman of the Dinner Committee, at Child Study Association Headquarters.

*Where Is Education Going?* The Progressive Education Association in cooperation with The Francis W. Parker School and The Chicago Association for Child Study and Parent Education announces a regional conference commemorating the hundredth anniversary of the birth of Francis W. Parker, to be held on October 28, 29, and 30 at the Palmer House in Chicago.

The Conference topic is "Where Is Education Going?" Various sessions will deal with Teacher Training, Parent Education, The Outlook for Youth in America, What the Liberal Arts College Is Doing to Serve Youth, Education and Social Problems, The Child as a Whole, Problems the Teacher Must Face. Among the speakers will be: William H. Kilpatrick, Robert M. Hutchins, Caroline Zachry, Paul Hanna, and Dr. Miriam Van Waters.

*Second National Conference on Educational Broadcasting* The Second National Conference on Educational Broadcasting will be held at the Drake Hotel in Chicago, November 29, 30, and December 1, 1937. In addition to the eighteen organizations which sponsored the first conference, the following have been selected to sponsor the second: American Association for the Advancement of Science, American Association of Museums, American Association of University Women, American Federation of Arts, American Library Association, American Public Health Association, Music Educators National Conference, National Council of Parent Education, National Federation of Music Clubs, and the National University Extension Association.

The American system of broadcasting, an evaluation of broadcasting from the point of view of the listener, educational broadcasting, and the future of radio have been selected as the topics of the four general sessions. Speeches on these subjects will be made by prominent representatives of education, the radio industry, and the listener, and will be followed by periods of open discussion. As a unique feature of the Conference, to give it unity and continuity, Dr. Lyman Bryson of Teachers College, Columbia University, has been designated as leader of all the discussions which follow the general sessions.

Those who are interested in the maximum contribution of broadcasting to educational and cultural development are invited to participate in the Conference. Further information can be secured by writing to C. S. Marsh, Executive Secretary, 744 Jackson Place, Washington, D. C.

*First Five Years of Life* The Woman's Roosevelt Memorial Association announces a series of four lectures entitled "The First Five Years of Life" to be held at the Town Hall in New York on Thursday mornings at 11 o'clock, beginning November 4. The first lecture will be given by Mrs. Rustin McIntosh and the second by Dr. Arnold Gesell. The third and fourth will be joint lectures, Lucy Sprague Mitchell and Jessie Stanton giving one, and Elizabeth Healy Ross and Elisabeth Irwin giving the other.

Single and course tickets may be obtained by writing either to the Town Hall, 123 West 43rd Street, or to Roosevelt House, 28 East 20th Street. Proceeds from these lectures are used for the benefit of the maintenance and educational work of Roosevelt House.

# In the Magazines

*Some Considerations on Sex Education in the School.* By Barbara Low. *Science and Society*, June-September, 1937.

Sex instruction is limited to facts. Sex education is much more fundamental—involving basic attitudes and behavior. Progressive educators have believed that fundamental sex education was inherent in co-education at its best. Some of the basic assumptions upon which this theory rests are questioned in the light of analytic knowledge. The attitude of those in authority “as exemplified in their own lives, and, even more important, in their understanding and acceptance of the problems which face themselves and their pupils,” will be the most telling source of sex education in the school. The first step in sex education lies in the enlightenment of the teacher. “If our teachers, through analysis or any other effective method, could acquire more realization of human conflicts and human needs, perhaps we should begin to evolve better systems for developing the totality of the human being.”

*Factors in Character Development, Neuroses, Psychoses and Delinquency.* By Margaret Fries, M.D. *American Journal of Orthopsychiatry*, April, 1937.

Reports the results to date in a prolonged research project which Dr. Fries is directing at the New York Infirmary for Women and Children. The plan includes exploration of parental backgrounds and parental attitudes during pregnancy, birth and child-rearing, as well as detailed study of the children from birth to adolescence. Physical, mental, emotional and sociological factors and their inter-relationships are the subjects under investigation. Dr. Fries concludes in this interim report that the parent-child relationship is the most important single factor in character formation. She points out also that attempts at psychotherapy “were more efficacious when administered to the parents during the mother’s pregnancy and the baby’s early childhood than later.”

*Parents Study the School.* By Bess B. Lane. *School and Home*, May, 1937.

An outline and report of an intensive study made by a group of parents at Ethical Culture School. Indicates the advantages for parents in a systematic study and series of observations of their children’s school.

*Psychoanalytic Aspect of Mental Hygiene and Environment.* By Franz Alexander, M.D. *Mental Hygiene*, April, 1937.

There are some who believe that the problems of mental health cannot be eliminated in a society which permits social injustice and insecurity, that these problems would disappear in a society that gave full economic security to its members. This position, while containing some truth, leaves many factors out of consideration. Fear and extreme hardship certainly contribute to mental ill health by encouraging regression and escape, but there are many other sources of difficulty and conflict in the natural course of the maturing process which may operate even under favorable economic conditions. There are certain emotional problems which all children have to solve no matter what their social setting. These problems center around three fundamental dynamic tendencies: (1) regressive resistance against biological maturation, (2) the sex instinct, and, (3) the hostile destructive tendencies. All societies impose certain restrictions upon these instinctive drives, though the nature of these restrictions and the difficulties which they create differ with the cultural pattern. The intensity of an individual’s fears and hostilities and the nature of his reaction to hardships and difficulties depend in no small degree on the early childhood experiences in his own family. While sociologists contend that we cannot have better people without a better social order, psychiatrists point out that we cannot procure a better social organization unless we produce more mature, cooperative people. The apparently vicious circle can be broken, Dr. Alexander hopes, by “scientific control of childhood development” toward the reduction of those fears and hostilities in human nature which are “the main obstacles to progress toward a more harmonious social order.”

*Europe Challenges American Parents.* By Dorothy L. McFadden. *National Parent-Teacher*, June, 1937.

A report of the author’s personal observation of theater art productions produced specially for children in several European countries. That children can be offered such performances at small individual cost or entirely free seems to be due to the fact that the educational or municipal authorities have not allowed the theater arts to become so completely commercialized as they are in America.



*The Sane Way in Sex Teaching.* By Frances Bruce Strain. *Parents' Magazine*, June, 1937.

The author of *New Patterns in Sex Teaching* and *Being Born* discusses the need of the pre-school child for sound and honest answers to his sex questions, asked or unasked. What the child usually wants to know, how to answer, and what mistakes to avoid, are suggested with a wealth of simple, practical detail.

*Enlarging Our Children's World.* By Sophia Lyon Fabs. *Parents' Magazine*, June, 1937.

Parents guide children toward prejudice or wider horizons of understanding. We can help our children by "seeking to discover and appreciate customs and opinions which differ from our own," by "holding a flexible point of view toward all customs, our own as well as those of strangers," and by continually seeking to understand the motives of all behavior and the purposes it serves. We must not, however, force social-mindedness in our children too early. They must first feel secure in their own family setting before they can become considerate of the needs of others.

*Parent Education.* By Gertrude Laws. *Educational Trends*, May-June, 1937.

Here is an interesting distinction between parent education and adult education in general. This article considers the specific need of a program of education which engages the activity and interest of a considerable percentage of the parents in the community, over a period of time. "As soon as fathers, mothers and teachers sit down in groups to discover areas of agreement and state guiding principles for educational practices, we may hope for more effective education."

*Facing Reality in Family Life.* By Lawrence K. Frank. *Mental Hygiene*, April, 1937.

What reality are we asking people to face today? There is no longer, in our culture, an accepted body of ideas and ideals "that stand as the time-sanctioned wisdom of life by which the individual may guide his conduct and find resolution of his conflicting needs and impulses." Men and women today "have no clear guidance to the rôles that they should play as husbands and wives, as fathers and mothers to children." We can face reality today only if we help one another "by boldly attempting to create reality." We must seek new patterns of living to which we can honestly adhere. The quality of our individual

lives is creating the reality that we hope may emerge for the guidance of our children, in so far as we are courageously attempting to build relationships in marriage and parenthood that foster human values and human fulfillments. "It may be the great distinction of this age that, instead of *facing* reality, it began to *create* reality within the family."

*Children Who Do Not Read.* By Paul A. Witty and David Kopel. *Educational Trends*, May-June, 1937.

Referring to various recent studies in this field, the authors state that "many children and adults may be characterized as 'functionally illiterate.'" They are concerned not only with "children who cannot read" but also with those who "do not read." They describe and outline a program in remedial reading as worked out in a large city system in elementary school.

*Who Should Select America's Movies?* By Ray Lyman Wilbur. *Journal of the American Association of University Women*, June, 1937.

The commercial aspects of public entertainment in a swiftly moving democracy are most difficult of solution. This article is an explanation of and a protest against "certain fundamental commercial abuses such as compulsory block booking that need to be eliminated before we can even get an honest start on the real question of social values."

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## END OF SUMMER

(Continued from page 5)

is, for they have washed the dishes, and mopped the floors, and made the beds and gone through the irksome daily round of dusting a good many times in the long, hard years of the depression, and they'll be mighty glad that she's here to give them time and freedom for the things they want to do.

WHAT other things, besides their school work, will they want to do this year? So many channels are open to them. Will they seek (of their own volition or with the subtle pressures of parental stimulation) good books, music, art, or sports, or dances and movies with their crowd, or participation in activities fostered by political and social consciousness? Whatever they choose, for their relaxation or stimulation, I shall urge only that they leave themselves at least a little time

just to do nothing. There is great necessity in the lives of the children of our hectic time for that which someone has called "enriched quietness." The poor things just haven't any time they can call their own. After school there are music lessons and piano practice, dancing class, tutoring in French, orthodontia, and possibly a visit to the psychoanalyst; and on Saturdays, trips, concerts, children's movies, and theatre, and never a chance to just lie on your back and look up at the ceiling. This year, when the hurricanes of war and hatred are swirling through the world, beating at every door, I hope to teach my children to look upon home as a haven, a place to laugh, to read, to listen to the radio, to talk thoughtfully together, to think, to rest. I shall not be too successful, for they are growing older, and they are impatient to do the things they believe grown-ups like to do—chiefly to go places and stay up late at night; and the pressure of the "changing world" will, I am certain, stimulate them in one direction or another.

Everywhere—in school, in the world beyond the headlines—the sense of turbulence is inescapable. How much are they to know of and participate in the things that are going on in that exciting world? Will their personal lives be more or less secure if they know that these times are insecure, that they are growing up in an era of transition?

In the Fascist countries they see boys and girls training for war. In our own land they see boys and girls marching beside their parents on picket lines. A strike does not affect just a factory or an industry. It involves countless homes, is crucial to tens of thousands of children. The taking of sides has become a universal preoccupation today—even of those not directly concerned: either one is for Franco or against him, for John Lewis and his C.I.O., or with his opponents. The little children in a day or so will be playing Fascist and anti-Fascist, just as a few years ago they played cops and robbers, and before that cowboys and Indians. There is no denying, no escaping that we live today in a vortex of fear and hate, and there is no choice for those of us who believe that the world of our children is the whole of life, save to teach them to live and work in that world with dignity, to be without fear; to strive to evaluate rather than to hate.

This particular mother comes to the autumn of 1937 with a hundred unanswered questions, and to her only one thing is clear and certain—the necessity to create a pattern, weave a fabric, out of understanding and honesty, in our living together, which may survive the storms and the chaos outside.

## VACATION IN THE CITY

(Continued from page 12)

foolish like you, but I tried them once and now we eat them at our house. Go ahead. One bite won't hurt you." The little girl was adamant. The teacher did not force her to eat the eggs, and the matter was not pressed. About three weeks later I came at the lunch hour. Once again eggs were the *pièce de résistance*. I looked about to see the little girl whose fear of new foods had kept her from eating despite her hunger. There she was eating her eggs without persuasion and enjoying them.

Children learned to like fresh salads, vegetables, rice puddings, junkets and so on down the list of foods that we consider a proper diet for children, but which many of these children had never experienced. This venturing with new food opened, again, fresh avenues of bringing the Summer Play School into the home. More than that, the manner of eating the new foods—with some decorum and relaxation and consideration and peace—carried the seed of better eating habits into the home as the children themselves relished the joy of the act of eating together.

If initiation in the art of eating and new foods was a rare experience, certainly the daily shower and the occasional swim were revolutionary to many children. From their homes they brought messages which indicated that parents had many fears in connection with these means of keeping clean and cool. The parental anxieties were centered on pneumonia, mastoids, and other infections, all of which they thought might come from so much exposure to water. Many of the children themselves had the same fears and were reluctant to expose themselves. The heat of the summer and the examples of the other children who were gleeful under the shower or in the pool broke down their fears and slowly they were inducted into the group. After several days they were as delighted as those children who had already learned the Summer Play School program, of which showers and swims are such an important part. And when they saw that nothing awful happened to them, they were freed from these fears, and later were able to tell their mothers and even convince them. The rest period was gratefully accepted by the mothers as a good health measure.

MEANWHILE all of the new reactions, experiences and relationships that the children were receiving and sharing with their parents were being interpreted to the mothers in greater detail by the leader in parent



**IN HARVEST COLORS:**

# *Matchmates*

**FOR BIG AND LITTLE SISTER**

Yes, it was a Macy idea: (1) to dip a sweater and a skirt in the same dye... (2) to pick harvest's choicest color-crop for Fall clothes (concord blue, hickory brown, mountain green, elderberry wine)... (3) to sponsor the fashion of dressing big and little sisters alike... and (4) to roll all these ideas into one, at low-for-cash prices, in Macy's Youth Centre, where girls' sportswear is a *specialty*.

ALL-WOOL HANDSEWN PULL-OVER, long-sleeved, sizes 8 to 16, **1.83**

ALL-WOOL HANDSEWN CARDIGAN, sizes 8 to 16, **2.77**

3-GORE ALL-WOOL SKIRT, for little sister, sizes 7 to 14, **3.71**

5-GORE ALL-WOOL SKIRT, for big sister, sizes 10 to 16, **3.71**

FELT ROLLER with streamers. Head-sizes 20½ to 22½, **3.69**

ALL-WOOL ANKLETS, flat knit, turnover cuff. Sizes 9 to 10½, pr., **47c**



## **MACY'S YOUTH CENTRE**

**FOURTH FLOOR**

education. Feeding problems, resting problems, fears, moods, new ideas, and community facilities were discussed at the regular meeting. Through the personal contacts established by the leader with the parents and her clarification of the school's educational implications, the parents learned that the world around them is larger than their own street, that there are problems outside their own walls, and that there is help of a small kind for them through pooling their experiences with the group among whom they live.

These changes and growths have not been equally distributed nor completed. Sometimes it takes several summers to see the results, and even then the school is only one of many influences that come into the lives of Summer Play School families. But the children's own comments testify to the fact that this vacation experience carries some of its effects through the winter months, and that the children look forward to another happy summer at the Play Schools.

## SCIENCE CONTRIBUTES

(Continued from page 19)

else, as has been alluded to, an indirect influence acting through the intermediary of the newly discovered "gonatropic" hormone elaborated by the anterior pituitary. Thus, it would seem as though the body were provided with at least two means for bringing about this vital reciprocal relationship. Fulfilling the same purpose are other clearly defined hormones that have been extracted from the anterior pituitary gland, each capable of acting in a most specific way upon a gland or process placed in the body at some distance from the pituitary. Secretions of this type, thus far recovered, in addition to that acting on the thyroid gland, are the following: (1) a hormone with a powerful effect on the parathyroid glands, (2) another on the adrenal gland, (3) several which act on the reproductive organs in different and well-differentiated ways, *e.g.*, in males on the seminal function, in females, on fertilization, on the menstrual cycle, and most probably on the mechanism which controls the maternal instinct. A final additional secretion is connected with lactation.

THE phenomena of bodily and mental health and the normal rhythms of growth and progressive change are not simple matters; in fact, they are interwoven and each process in itself is the resultant of many complex factors. It is, therefore, not surprising even

from this brief review to find the influence traced to the endocrine system in all this, criss-crossed and interrelated. Throughout it all, however, there is an integration which achieves a fine balance and within which the bi-directional relationship between the stimulus and response finds an important place. Thus, as mental unbalance can arise from changes in the physical system, so the endocrine system is known to respond to purely emotional stimuli. But this latter point is a chapter unto itself.

For most people a close study of endocrinology is out of the question, but for parents, teachers and others interested in the problems of the growing child, an invaluable point of view will be gained from a general comprehension of the subject and from an understanding of the direction or trend in which the recent investigations are moving.

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